

BUSINESS EDUCATION WORLD

MAY, 1958

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TWO-WAY STREET**

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**ADD ZIP TO YOUR
TYPING METHODS CLASS**

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**TEACHER-INDUSTRY DAY:
A PARTNERSHIP**

PAGE 18

**USE SLIDES
TO TELL MERCHANTS
YOUR D. E. STORY**





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THE BUSINESS TEACHER'S

Problem Clinic

AS OUR REGULAR READERS KNOW, our deadline for submission of problems and solutions is May 1. In our next issue, we'll name the winners in the Problems category (\$10 for the best, \$5 for the second best) and the Solutions category (\$25 for the best, \$15 for the second best). In the meantime, keep on sending in your contributions (to Problem Clinic, BUSINESS EDUCATION WORLD, 330 West 42 Street, New York 36, N. Y.), because entries received after May 1 will be carried over to next year's contest.

We're very gratified by the congratulatory letters and oral comments we've been receiving on this feature, and even more by the knowledge that much of the material is actually being used in methods courses. Credit for all this goes, of course, to you—if you're a contributor.

Now, see if you can help this serviceman, soon to be an ex-serviceman:

I will return to the teaching profession upon completion of a two-year military obligation in June, 1958. What guidance is available to help me to decide where to locate; whom to contact for a position; and where to get orientation on new methods of teaching, latest textbooks, and information concerning environment of localities (information concerning everything from terrain to size of community to taxes)?

I have already taken steps toward a future in the business education field, but I wonder if I have exhausted all possible means of guidance. (In my particular case I would like to return to the Midwest; but, as I am stationed on the East Coast, my possibilities for interviews are limited.) Since I have been in the service, I've seen many men and women faced with the same problem. Perhaps others who might like to return to the teaching profession would benefit by the possible solutions to this problem.

SP3 WILLIAM MITCHELL
Fort Belvoir, Virginia

SEPTEMBER PROBLEM (1)

I am the only business teacher in a small high school with an enrollment of approximately 85. I have three classes in typing and usually have about twenty students taking beginning typing and seven enrolled for the advanced course. The class periods are forty-five minutes in length. The school is located in a small rural community. A few students from each graduating class go on to college. Most of the girls are married within a year after they are graduated from high school. One or two members of each group work in an office or clerk in a retail store for a few years after they finish high school.

Here are the situations that take so much of my classroom time that I am forced to neglect speed building and omit several units that I feel should be taught. (Since I am considered a demanding taskmaster, I cannot assign more outside work than I now require.)

a. I sponsor the monthly school newspaper, which consists of four

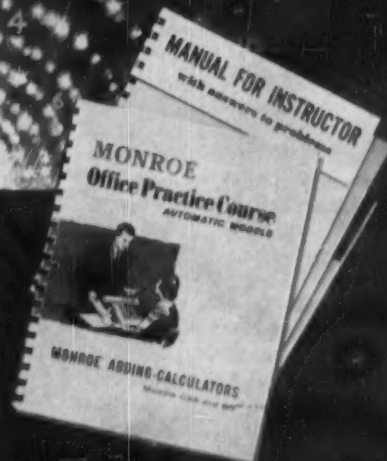
printed pages and three legal-size sheets of duplicated grade-school news. Since there is no journalism class, some of the writing and all the typing of copy for the local printer, as well as the cutting of stencils, are considered typing projects.

b. There are few duplicating machines in town, so the typing classes cut the stencils and duplicate the yearbooks for various church and civic organizations. The groups pay only for the supplies used, and the money is placed in the general school fund.

c. Various departments in the school look to the business students to type reports and papers. The drafts that they submit are often carelessly prepared and are frequently given to us only a few days before the finished product must be ready. I refused to accept some of these reports and had the unfortunate experience of having the teachers turn to some of my poorer students, who did the work without supervision. Then the rumor was circulated that the typing

(Continued on page 6)

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PROBLEM CLINIC (continued)

students certainly could not be relied on to do satisfactory work.

If you recommend that I drop some of these activities, how can I do it without getting an adverse reaction from the teachers and townspeople? How can I prevent having poor typing, done without my supervision, blamed on the business-education department?

ANONYMOUS

Suggested Solution

Dear Anonymous:

The commercial department's curriculum and the school's public-relations program are so greatly affected by requests for typing and duplicating work that one lone teacher should not attempt to make decisions on this problem. It needs administrative advice.

I, also, bore the burden alone until I found myself teaching beginning typing day after day while turning the mimeograph to complete some project left unfinished by an advanced student who had gone on to another class. Our school superintendent, who understands that our school public relations are important to us in this small town, has helped to establish a policy that has gone far in solving this problem of duplicating material in the advanced typing class.

We feel that a youngster who knows how to do a piece of work well enough to turn out work for the public is ready to learn something else in his class period. More than that, we are guilty of student exploitation if we do not provide the situation where he can continue to learn.

Today, nothing comes into the school from the community except through the superintendent's office. When requests come to me, I refer them to the superintendent. You would be surprised how that one policy alone has reduced the amount of material coming into the school. People seem to think twice before asking the superintendent to do work for them.

Projects of a commercial nature are not accepted. To accept them would be unfair to our alumni who are trying to make a living as typists and stenographers. If we do not do the work free, it creates jobs downtown.

All projects of a civic nature are accepted and handed to capable students who feel they have time to do them on their own. The school furnishes the supplies and the equipment but charges only for the supplies. The student collects for his labor—\$1 a hundred for envelopes; \$1 a stencil for mimeograph or spirit

duplication, which includes up to 100 copies. If more copies are needed or if mimeographed copies must be blotted by slip sheets, then the job costs more. We base the cost upon current prices in relation to the time it should take a good operator to complete the job.

Most of the organizations are either getting along without the duplicating or have found people within their organizations who can and will do the work at that price. For instance, our museum has hired a regular part-time secretary to take care of its mailing.

The superintendent took care of the teacher-duplicating problem for the commercial department early in the year. He remarked that teachers would be expected to do their own work and called their attention to the spirit duplicator available in the office. Last spring he did not trade in our old typewriters when the new typewriters were purchased for the typing department. Instead they have been placed at convenient points in the various departments for the use of the teachers. The commercial teacher takes care of the inventory of these machines and has the repairman take care of needed repairs. Most of the teachers can make their duplication carbon while they plan and make out the test and prefer to do it that way.

A few teachers who could not type have had an opportunity to learn on Saturdays. There had been so much demand for a little help in learning the typewriter keyboard that we opened a class on Saturday afternoon from two to four. In this six-lesson course we presented the keyboard in the first three lessons, then spent the rest of the time teaching the practical application of typing—cleaning the machine, changing the ribbon, erasing, letter style and placement, and special problems suggested by the adults. This course has been successful because those who took the course wanted only enough help so they could learn by themselves.

Our town paper prints school news if it is well prepared and is news. This makes the school paper unnecessary and greatly improves the quality of work produced. Since this is one of our best sources of school public relations, the news is carefully screened by the superintendent's office. One example of this was when our vocational agriculture boys, The Future Farmers of America, prepared a whole page of news about their department for the newspaper.

We still do a great deal of typing and mimeographing for the school; but we welcome the work, since we are forewarned and are prepared to receive it. The projects are handed around so each student has an op-

portunity to produce on the mimeograph, mimeoscope, and spirit duplicator. My grade book has a record of those who have worked and the quality of the work—a useful piece of work receives an A; work that must be done over receives an F—.

This change in school policy has made it possible for us to greatly enrich the advanced typing course. We have added the electric typewriter; addition, subtraction, multiplication, and division on the 10-key adding machine; indexing and filing; and other valuable units of study. We have several Office Training Sets on the shelf, from which we secure material for the students who complete their work ahead of the others.

Our school public relations have not suffered from this change of policy. In fact, our commercial department commands greater respect than it ever did in the past.

BERNIECE PELT
Red Cloud High School
Red Cloud, Nebraska

JANUARY PROBLEM

My problem is every teacher's problem—that of incorrect spelling. I feel that, if we bring the problem of how to teach spelling to the Problem Clinic, we can all get some good, workable ideas—and, too, misery loves company.

What do you think about having a list of from 300 to 500 words compiled each year—by NOMA, if at all possible—and using it as one of the means of guiding students into and out of shorthand?

I gave the following list of words to my shorthand class at the beginning of this year:

(Space does not permit us to repeat the list here. It appears on page 5 of the January BEW.—Ed.)

The scores ranged from 87 to 30 per cent, with an average of 40 words misspelled out of the 100. The class, composed of senior girls, is a poorer class than I usually have; but it seems that I always get more than my share of poor spellers.

I'd like to know how other business teachers cope with a situation like this. Just how do they teach spelling without taking too much time from shorthand, typing, and transcription?

I am beginning to wonder more and more if our audio-visual age won't bring about simplified spelling, as it brought about simplified shorthand. What do you think?

I'm going to look forward to the exchange of many useful ideas that will be of help not only to me, but to many other teachers in the field.

RUBY L. NELSON
Iola (Kansas) Senior High School

Suggested Solution

Dear Miss Nelson:

Your problem is right down my alley! I love spelling and it's fun to teach. It can be taught with a little extra effort by the student and a little incentive by the instructor.

At the beginning of the year, I give a spelling test to my beginning shorthand students. (Test appears below.) It is then that I have an eye-opener. The challenge is great, so I make my plans. I use three lists of words for concentration.

Beginning Classes:

1. Spelling words found in the Gregg textbook
2. 150-Word List (Words often misspelled in business letters)
3. 500 Notebook (National Blank Book Co.)

Advanced Classes:

1. Words found in Gregg textbook
2. NOMA spelling list (600)
3. *How You Spell It* (Remington-Rand)

Here is my method of instruction for beginning classes:

1. The 150-Word List is divided into four columns, one for each six-week period. (I review the last two six-week periods.)

A. Each day, when half the period is gone, a quick oral spelling freshener is given for five minutes (group and individual).

B. Clues are used to aid the memory.

Example	Clue
Significant	Sign if I cant.
Customary	Tom and Mary
Assistant	Assist the ant.
Definite	In it
Noticeable	Notice the e
Separate	Phrase (a rat)
Cemetery	eee!

C. A graded test is given at end of the six-week period over one column only.

2. Words in Gregg Shorthand book: In addition to reading and copying each assignment once, each word in assignment is copied once; and the shorthand form for that word (found in reading material) is written after it. No other drill is given.

3. 500 Notebook: In addition to reading and copying the assignment once, and copying the spelling words once, the words under one letter of the alphabet are copied once each day for a week. Example: 1. All words under A copied once each day for a week. 2. All words under B copied once each day for next week.

During the five-minute interval each day, I will sometimes inject a puzzler from this list and provide a clue.

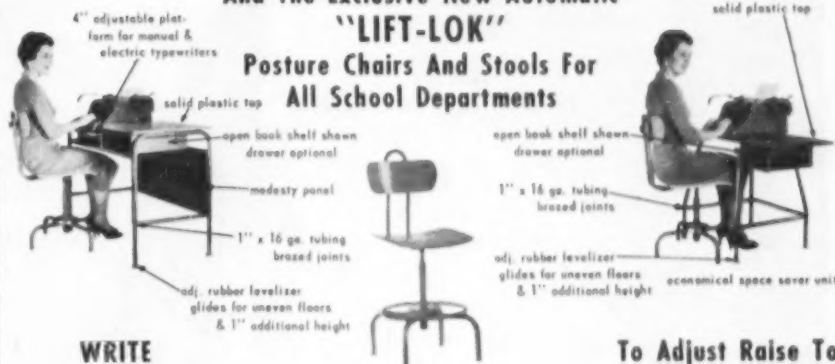
Spelling has improved without too

(Continued on page 40)

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Personnel Shortage Hampers Automation

Association sees new devices
as servants without masters

THOSE who favor increasing the use of automated devices in business offices will find themselves faced with a serious challenge during the next few years, according to the Office Executives Association of New York. The reason: the growing shortage of skilled operating help.

A review of the growth of mechanization of office operations over the past several years reveals that the demands for employees of medium and high clerical skills have increased; at the same time, those with lower skills are only slightly less in demand. Thus, the overall demand is still high.

Continued mechanization, the Association claims, has contributed heavily to the growing prestige and salaries of many clerical posts. Contrary to popular belief, mechanization has had little or no effect on reducing payrolls or the number of office employees. Instead, automation has paced the growth of business, opening new areas of control and justifying itself through cost reductions realized as a result of increased accuracy in essential operations. Even mechanization short of full automation—punched cards and integrated data processing, for example—has contributed to the clamor for better skills and more proficient operators.

Behind each machine, whether it be a typewriter or a computer, is the human operator. And on the skill and intelligence of the human rests the efficiency of the machine and the value of its product. Business is being seriously hampered by the lack of adequate talent in the employment market.

The U. S. is deeply concerned about the shortage of scientists and engineers to compete with the technological progress of other nations. But nearly as dangerous is the fact that the processing systems developed to digest the fruits of scientific research are inadequately staffed. Business, whether it be civilian, military, or governmental, must rely on the batteries of clerks and machine operators to process the fundamental paperwork needed to deliver the goods.

People—or, more accurately, the lack of people—may force automation into an uncomfortable position: a servant ready to work, but with no one to tell him what to do.

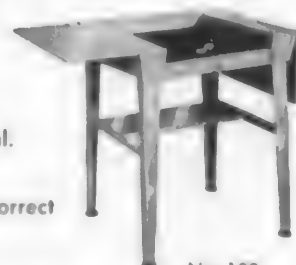
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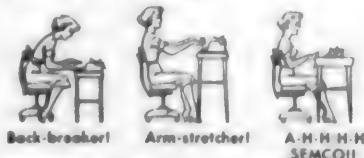
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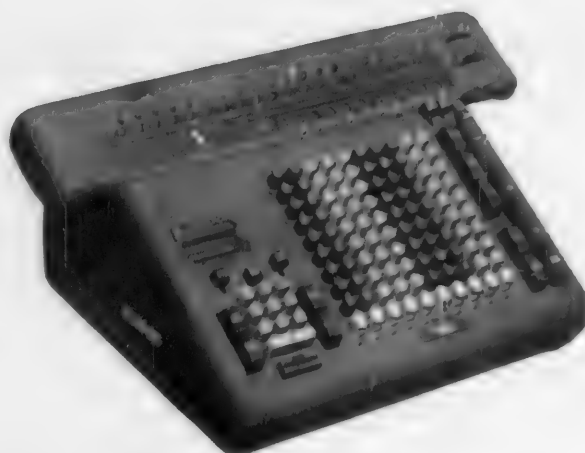
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SHORTHAND IS A TWO-WAY STREET

By all means, let's increase
the student's responsibility for learning—but
let's not decrease the teacher's responsibility for **teaching**

JORDAN HALE

Girls' High School, Brooklyn, N. Y.

EDUCATIONAL psychology and pedagogy have, in recent years, put more and more emphasis on the importance of meaningful learning in general. Shorthand teachers have reflected this emphasis by showing a greater interest in methods of achieving meaningful learning in shorthand. There is no doubt that this objective is promoted by involving students in the learning situation, by recognizing individual differences among them, by encouraging self-evaluation, by providing the right kinds of materials for practice, and by then placing the responsibility for learning on the students. Any or all of these procedures will lead to more effective learning than the old-fashioned, teacher-imposed rote methods.

All this does not mean, however, that the teacher must abdicate his position as teacher—that is, as expert, guide, and leader. Increasing the responsibility of students in the learning process by no means implies decreasing the responsibility of the teacher in the *teaching* process. Shorthand is a skill that, in common with all other skills, aims for automatiza-

tion of response and fluency of movement. By now, the psychology and the principles of skill building have been fairly well defined by psychologists; and we know that, in most cases, a skill cannot be acquired in a minimum time without rigid adherence to these principles. The teacher must not only pattern his teaching methods to conform with the basic principles of skill building, but he must constantly supervise and diagnose his students' performance in order to make sure that they, too, follow these principles in their learning and in their practice.

Even if students are the best judges of their own needs, it does not follow that success in shorthand depends on the immediate and complete satisfaction of these needs as the student sees them. For instance, the obvious need for penmanship practice felt by a struggling shorthand beginner is not in accord with the sound psychological principles of skill building in its initial stages.

Teachers, by virtue of their special training, knowledge, experience, and skill in shorthand, must still determine the areas within which students will make their individual decisions in their personal drill and remedial

work. It is not enough, for example, just to encourage students to practice haphazardly only those outlines with which they have had trouble or which they do not know—important though these may be. Teachers must also provide systematic *class* practice on high-frequency words and phrases for all students at the same time, because there is a basic core of learning and skill that all students must acquire.

It is interesting to note that core-curriculum methodology does not preclude systematic and class-wide instruction and drill on fundamentals. In the New York City high schools, at least, more and more emphasis is being placed on these formal activities, provided the drill is meaningful, represents a felt need by the student, connects with some larger area of work, and is practiced in a natural context. Shorthand teachers can easily meet these criteria.

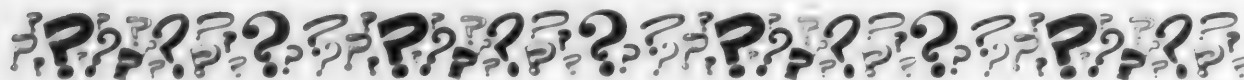
Students are concerned mainly with their immediate difficulties. Teachers must look ahead several months or years to their students' finally achieving a certain level of skill and expertness. For instance, one of the principal functions of the shorthand teacher is to anticipate the var-

(Continued on page 32)



Why Don't They Become Business Teachers?

Do we practice what we preach? Here are fresh ideas in a subject area that needs discussion



THOUSANDS OF COLLEGE graduates will walk off the campus for the last time this June. They will go into a hundred and one occupations. Relatively few, however, will become teachers, despite the enormous increase of youths who will enter high schools and colleges in the next ten years.

This trend away from teaching will probably hit business education more than other fields because business education offers its graduates two possible careers—that of teaching business and that of business itself. Many fine suggestions for teacher recruitment are being made today by those engaged in business education; but despite their sincerity and logic, many of these suggestions leave out some of the essential reasons behind the current lack of interest in teaching. Too many business educators have come to the conclusion that, since this has been a period of great prosperity and employment, graduates have been seeking the more remun-

CHRISTY SNEAD

Longwood College, Farmville, Virginia

erative occupations that are available. This may be, in part, a reason; but, if we evaluate the sentiments of our students, we will find that it is not the principal cause of their aversion to teaching.

The real explanation lies in the fact that during four years at teacher-training institutions students encounter attitudes and methods in education courses that are in basic conflict with the way of thinking implicit in their subject-matter courses. Their business subjects are concrete and objective. The students see content in relation to its application. They see clearly what is necessary to acquire marketable knowledge in their field. It is, in fact, a small miracle that the lackadaisical practices and soft educational philosophies encountered in education courses have failed to dissolve one grain of these students' faith in the business subjects they will teach.

After some struggle for respectable status, business courses have been integrated into the curriculum of our secondary schools. We must take care that these business courses do not lose their significance and that teachers are given the opportunity to teach these subjects as they were taught to them, not as they have been weakened by a philosophy of education too lenient or too abstract.

Teachers who enter or remain in the teaching profession are justified in expecting certain conditions. They must have the classroom facilities they need. They must have time to present their courses. Their efforts must not be eclipsed by extracurricular activities or pep meetings that keep their students from class. Business teachers need the understanding and co-operation of their administrators. Useless, burdensome meetings exact time and energy better reserved for the classroom. Too many fringe courses and activities are offered to

(Continued on page 34)

USE SLIDES TO TELL MERCHANTS YOUR D. E. STORY

JOSEPH C. HECHT, Poughkeepsie (N. Y.) High School

ANY D. E. CO-ORDINATOR who believes in the value of public relations is bound to ask himself: "What's the best way to make the community conscious of our distributive-education program?"

In Poughkeepsie, we tried newspaper releases, certificates of appreciation, Merchant-of-the-Year awards, Window-Display-of-the-Month, several other types of presentations, and personal conversations. All these things helped, but none of them really did the trick.

We went on to hold luncheon meetings with excellent speakers, arrange tours of our D. E. department, and bring merchants into our classrooms for question-and-answer sessions. Again, these methods were rewarding, but we still felt that we were not getting our story across.

I investigated the available motion pictures, slide presentations, and bulletin-board material. I was impressed; I felt that visual aids held the answer that I was looking for. The trouble was that the visual devices available, through no fault of their own, did not tell our *local* story adequately.

When I took my problem to Irene Cypher, of the Audio-Visual Department of New York University's

School of Education, she suggested that, in order to tell our own story, we might try to use individualized and personalized slides. I was hesitant because I had had no experience in co-ordinating slides with an overall presentation. But Doctor Cypher's advice and encouragement convinced me that we could do it—and so "Poughkeepsie's Distributive Education Department in Action" was born.

Once the general approach was set, we faced our first real problem—money. We estimated that our project would cost about \$100. Although our department works hard at public relations, our budget (needless to say) has no expenditure earmarked for this activity. We decided to take our problem to our Distributive Education Club.

The club members decided by a vote that the plan should be carried out, then considered ways and means. (Although the club treasury held over \$1,000, this amount had already been earmarked for the coming national convention of the Distributive Education Clubs of America, our merchants dinner, two college scholarships for students taking retailing at a recognized college, and various other expenses.)

(Continued on next page)

When we want to raise money, we generally do it by selling something; after all, the way to learn selling is to sell. We had already had sales campaigns for magazine subscriptions, tickets for our fashion shows (see BEW, October, '57, p. 19), journals, and a host of other outside-of-school campaigns. They had netted profits—but these, too, were earmarked.

We finally decided on a ¼-pound bar of chocolate, which would carry our D. E. Club emblem on its wrapper and would sell for 50 cents. We conducted our campaign during Christmas week (to insure that no chocolate would be sold in school) and ended by banking \$150, all from door-to-door selling.

In the meantime, a group of students helped me set up the plan for the slide presentation. We agreed that we would show:

1. How we teach salesmanship
2. How salesmanship is put into practice in the store
3. How we teach the subject matter of the New York State Syllabus
4. How we run our school store (with emphasis on our unit-control system)
5. How students are chosen for jobs
6. How the program is co-ordinated
7. How a window display is executed, from planning board to completed job
8. How students perform on various jobs, from salesman to butcher's assistant

Planning Photos Saves Time

We wanted our pictures to be dramatically effective, so we decided to use merchants and students who were popular with our audience. In order to save time in the actual shooting, we set up a 2- by 2-inch square on a 3 by 5 card for each picture, noted where the picture would be taken and what furniture should appear in it, and drew stick figures to aid in posing the real-life models. Because some shots would be taken in the school and others in town, we worked out an itinerary that would allow our photographer (our visual-aids co-ordinator) to avoid scurrying around more than was absolutely necessary. As a result, he was able to take 62 pictures in a surprisingly short time. We accompanied each slide with a commentary explaining whatever phase of the D. E. story was being illustrated.

When we had all our materials organized, we held a special meeting of the Distributive Education Club for a preview. Each student used an evaluation sheet to make comments concerning the presentation. Many of the students' suggestions were incorporated into a revised presentation.

Our next step was to make arrangements with the D. E. co-ordinator in a nearby city to present the slides at a session of his adult-education class. This procedure would give us a testing ground with an adult audience, but it would not detract from the

initial interest of the adults in our own town who would see the slides at our merchants dinner.

When we had refined the presentation to our satisfaction, we sent engraved invitations to all the merchants in town who had co-operated with our program, were co-operating at the time, or might co-operate in the future and invited them to a dinner planned for seven o'clock (an hour after regular store closing time). We also invited our school's guidance counselor, principal, and all other school administrators, including the members of the Board of Education, as well as state and national D. E. officials. (When the editor of the local newspaper heard that the mayor and the city manager were coming, he decided to come, too.)

After the dinner, we made our slide presentation "off the cuff," having discarded the 3 by 5 cards in favor of a more conversational tone. As a personal touch, we mentioned the names of all students and merchants shown in the slides.

The dinner was pleasant, the presentation went off well, and the whole affair was a success, as the writeup in the paper the next day attested. For several days, I received mail from local merchants who said that, although they had thought they were familiar with our program, they had never realized that we went so deeply into the subject matter of retailing.

Since that first showing, we have taken our presentation to many service clubs, churches, and college classes, where the reception has been most gratifying. We now have the kind of local public-relations device that we had been seeking for years.

TIPS ON SLIDE PRESENTATIONS

- Decide whom you want to reach—parents, merchants, or students
- Decide what you want to say—are you going to "sell" the work-experience program, or do you want to accomplish some other objective?
- Use schematic drawings in planning pictures, in order to save posing time
- Set up your sequences; then group all school pictures together and all outside pictures together, in order to save photographer's time
- For quality, take pictures with a light meter
- View the pictures yourself, making notes on points to be included in the commentary
- Preview the pictures with an audience, in order to get a group reaction
- Re-edit pictures in light of group reaction
- Omit a written commentary in presenting the slides, in order to insure naturalness
- Stand in front of your audience, so that sound and picture come from the same direction

For note-taking purposes . . .

Make Shorthand Students

BETTER LISTENERS

KATHRYN B. CLARK

Tuscaloosa (Ala.) High School

MISS ALLEN stands before the shorthand class dictating—untimed office style—an article from *Today's Secretary* about good grooming. Students sit attentively, with notebooks open and pens poised. But they're not writing! Wait—that one wrote a line or so; but she's stopped now. Several others write briefly, then pause again.

"Funny kind of shorthand class this is," thinks the visitor who is passing by the open door. "Students on strike? Teacher blind or something? Say, what goes on here?"

"What goes on here" is part of an attempt to improve the listening skills of our business students. It's also an effort to aid them in learning to use their shorthand as a *help*, rather than letting it be a handicap, in situations that don't require verbatim transcripts of all that was said. The objective is clear, *usable* notes.

From Confusion to Chaos

A senior girl complains, "I've been trying to use my shorthand to take notes on *Macbeth* in English class, but I just get all mixed up. I fall behind and then my notes get scrawly, and I'm concentrating so hard on trying to get it all down that I don't understand what she's saying and I can't read my notes later and . . ."

"Just a minute," the teacher finally manages to squeeze in. "You mean you've been trying to take down practically everything that was said?" A discouraged nod. "Any others had the same experience?" An accusing field of hands waves, with murmurs of "I tried it once—that was enough!" "You told us to use our shorthand outside of class, but it doesn't work. Why, by the time I'd figured out how to write 'Thane of Cawdor,' Miss B was on the next page!"

Both research and practical experience tell us that the fewer the

notes, the more likely they are to be reviewed and used. Yet writers of shorthand are tempted by the very ease and speed of writing into making too many notes. The result is often a tangled, discouragingly bulky mixture of the important and the trivial.

Experts on listening agree that time spent taking notes should be cut to the minimum. Listening efficiency drops sharply when you're writing. The obvious answer seems to be to write short, accurate notes in *shorthand* and concentrate more time and attention on listening.

Undoubtedly, a few persistent, ingenious students will stumble hit-or-miss on effective ways to make use of shorthand for nondictation purposes. But why leave them to struggle when a few specific "hows" and some practice in class can work wonders?

Let me tell you what we've been doing. (You'll probably discover techniques that are even more useful.)

First, we pinned down the need We discussed present and future possibilities for using shorthand for purposes other than office dictation and personal note-making (lists, reminders, library reports, notes for composing letters). Some suggested uses were: (1) for taking notes in other courses in school, now and later; (2) for making notes on a speech or discussion, as the group's official secretary or reporter, or for personal use; (3) for taking "main-point" or summary notes of meetings or conferences on the job.

We talked about how to recognize important ideas in the conventionally organized speech, watching for transitional language and use of recapitulation. We agreed that the rambling, unorganized talk was harder to follow, but that it could often be sorted out into: (1) *principles* that the speaker was advancing, and (2) *facts* that he was using, or *appeals* that he was making, to support the principles.

Next, we decided "how." We gave

up the conventional outline form as too likely to distract and confuse during note-taking. As much as possible, we would write complete summary sentences during introductory statements or transitional pauses in the talk. We'd start these at the left of the notebook and write all the way across the page, skipping a line between sentences. Facts, figures, and quotations that seemed important enough to record would be indented almost to the center line of the notebook.

We'd use the words of the speaker as much as possible but wouldn't hesitate to use our own language when it seemed best to do so. We'd practice *quickly* writing new or technical words in longhand, if that was easier than devising a shorthand outline.

Then, we practiced. We found that we had to learn how to listen!—for ideas, that is. We started with our everyday dictation letters. Stopping dictation midway in a letter, I would inquire, "Lucy, why is this man dissatisfied with the tires he bought?" The first time, Lucy didn't know why; but, several days and 30 questions later, she and the others were able to answer that it was because the tires had given less than half the guaranteed mileage before they wore out.

"This lovely three-bedroom brick home can be yours at the modest total price of \$800," I'd dictate, deadpan. I was disappointed if no one snickered; I'd grin approvingly if most of them caught the ridiculous price as a booby trap before they wrote it. (Continued on page 37)



ANY TEACHER WILL profit from a class study of a well-written methods book. This is one reason for using a methods text in a course designed to improve instruction in typewriting—or any other business subject. And when one discusses with others the ideas covered in such a book, the lessons become even more meaningful. On the other hand, there are activities that make a methods class more interesting and more effective when class time is not restricted to just lectures and discussion.

Here are 10 procedures that have proved effective in my methods classes in *Improvement of Instruction in Typewriting*:

1. RECORDING GET-ACQUAINTED SESSIONS—At the first meeting of the class, hold a get-acquainted session, particularly if members of the group do not know one another. This might be the situation in a summer term when there are many new students on campus. My people seem to enjoy learning about each other, their homes, families, hobbies, etc. Having a tape recorder on hand to turn this into a sort of "mike-side interview" has at least two advantages. There is the fun students have of hearing themselves when the tape is played back; and, for those to whom recording equipment is still a bit unfamiliar, it

shows the ease with which it can be operated.

2. ANNOTATED BIBLIOGRAPHY ON CARDS—To encourage professional reading probably is one of the objectives of every methods course. Here is one way that has proved very satisfactory. A requirement of a minimum number of reading references is set up at the beginning of the term. Each student keeps reading notes in a notebook, using any form he wishes. All that he is asked to submit is a 5 by 3 card with a typewritten, annotated bibliographical reference, plus a brief evaluative statement. A card file is kept in a suitable location—the classroom, the instructor's office, or the departmental library—wherever it will be available to all. Anyone may thus check this file to ascertain the gist of an article and someone else's evaluation of it. In addition, oral reports of some of the articles read are given in class. Frequently, lively discussions grow out of ideas set forth in the course of such reports.

3. TEACHING DEMONSTRATIONS—Each student is asked to suggest two or three lessons that he would like to see taught, listing them in order of preference. The entire list is submitted to the class, and each member selects one that he will teach.

If any of the first-choice lessons that were requested are not selected, the instructor will teach those himself. He also teaches any other lessons that he thinks especially valuable. If the course is long enough or the class small enough, more than one demonstration might be given by each student.

Here are eight lessons that should be given:

- speed-building procedures,
- accuracy-building procedures,
- tabulation by the backspace-centering method,
- letter typing, both speed drill on parts other than the body and preview and practice on words and phrases in the body,
- composing at the typewriter,
- chain-feeding envelopes or cards,
- the first lesson on electric typewriters, and
- multiple carbon copies, including assembling the pack, making corrections, and removing carbons.

During the demonstration, the class acts as "students" learning at their typewriters. A duplicated lesson plan is provided by the "teacher" so that the students need not be distracted by taking notes.

At the conclusion of the lesson and before any discussion, brief comments are typed on cards by each partici-

**10 WAYS TO ADD ZIP TO YOUR
TYPING METHODS CLASS**



pant. These are given to the instructor, who later reviews them privately with the "teacher." An oral discussion period follows, in which questions are raised and ideas discussed. Often, the "teacher" is called on to explain why he used a certain procedure. Modifications in his presentation sometimes are suggested.

4. BULLETIN-BOARD DISPLAYS—Each student is responsible for one bulletin-board display; these are spaced at regular intervals during the term. The students choose the topics they wish to develop. In many instances, a student may choose to relate his bulletin board to the demonstration lesson he teaches. In that case, the two are correlated as to date of presentation. It is probably better not to make this tie-in a requirement, however, for some lessons are not particularly adaptable to bulletin-board treatment.

5. BRIEF TYPED WRITTEN REPORTS—Require a report that deals with a topic related to the teaching of typewriting and based on some of the reference readings, other research, experience, etc. This will result in some of the reading being related, rather than a complete miscellany.

A *brief paper* serves the purpose better than a "term paper," which re-

quires too much time and thought in proportion to that available. This brief report can direct attention to such techniques of good manuscript writing as organization of content, English, and typing style, including footnotes and bibliography. I am convinced that, generally speaking, one does not teach others to perform at a level superior to one's own. In other words, if the teacher, as a typist, neglects to follow correct style, to proof-read carefully, and to make neat corrections, it is quite unlikely that he is very much concerned about those aspects when he is teaching in his own classroom. If a typing teacher's work should exemplify the best in typing procedures, this should mean more than good stroking techniques.

6. EXCHANGING GAMES OR DEVICES—Each student is asked to contribute one game or device that he has used with good results; for the inexperienced teacher, it should be one he would like to use. Duplicated copies are prepared for the rest of the class. A word of caution, however. Don't be carried away by enthusiasm and give undue attention to this matter of extrinsic motivation. It is only one small facet of the picture.

7. OFFICE VISITS—Depending on the make-up of the class, the communities from which each comes, and so on, consider the idea of arranging one or more visits to local business offices, where the students will have an opportunity to see business machines in use. You might also visit local typewriter representatives to get acquainted with new developments.

8. LOOTING THE MANUFACTURERS—Every convention-goer knows that it is wise planning to have at least one half-empty suitcase when he leaves home. He can then return with it well-filled with the booklets, pamphlets, charts, samples, and such gathered from convention exhibitors. Perhaps methods students are entitled to reap a similar harvest. At any rate, worthwhile printed materials are available in abundance from typewriter companies, machine companies, publishers, manufacturers of office supplies, and others. Requests should be made judiciously in order to collect material of real merit and use. Obtaining this material can be handled as a class project; however, if time is short, the instructor may wish to write beforehand and have the material available at the beginning of the course.

9. PROMOTING AUDIO-VISUAL MATERIALS—Films: With graduate classes, I have found it best to wait until the class convenes before scheduling films. Then I make a survey to determine the films with which the majority are familiar, for time should not be wasted in showing those. Reference to any good directory of films will reveal many that are worth while. The instructor, of course, should preview or be familiar with any film before he schedules it for showing.

Rhythm records: If the group is not acquainted with this type of record, incorporate it into a demonstration. Excellent new albums are available.

Tapes: There is a tape prepared by IBM's Marion Wood that aids typists transferring from manual to electric typewriters. IBM will send the tape without charge and allow you to make a copy of it. There are other helpful teaching tapes—series of keyboard lessons, speed lessons, accuracy lessons, etc.—that may be purchased from publishing companies.

10. INTRODUCING NEW AND ELECTRIC TYPEWRITERS—If you do not have new models of the standard makes in your department, machine representatives usually are willing to loan you a few such machines for several weeks of the term. This will offer the people in your class a chance to become acquainted with new features, and perhaps it will help them to decide which machines to recommend for purchase in their own schools.

The electric typewriter is now becoming recognized as a desirable teaching tool at all levels of instruction, regardless of whether the student expects to be using an electric typewriter after graduation. Therefore, it would seem that one objective of every typewriting methods class should be to develop in the members an understanding of *how* and *why* electric typewriters are so useful for the typewriting student. This would imply, of course, that it is also desirable for teachers to have some personal practice on electric typewriters. In fact, if the methods instructor can assist those in his class to improve personal typing skill on *any* of the typewriters, it is probable that a concomitant benefit will include their doing a better job of teaching students.

There are my 10 suggestions. Why not introduce one of them the next time your methods class becomes a bit stale for either you or your students?

RUTHETTA KRAUSE

Indiana State Teachers College,
Terre Haute, Indiana

Tapes, demonstrations,
displays, reports—
Here are some off-beat
ideas that will
enliven a methods
course in any
business subject



THE VAPOR FRACTOMETER is explained to Gerard Parisi, high school chemistry teacher, by Dr. Martin Kuna, director of biological sciences, Bristol-Myers Products Division, as part of Teacher-Industry Day in Hillside, New Jersey.

Teacher-Industry Day: A Once-a-Year Partnership

FLOYD A. DENICOLA

Hillside (N. J.) High School

After visiting local industries,

LEADERS in education and business who are interested in actively promoting economic and business education might well take a cue from Hillside, New Jersey. Here, the Hillside Industrial Association and the educational leaders have instituted a "Teacher-Industry Day." Instead of deploring the widespread ignorance of students and adults in regard to the operation of American capitalism, Hillside's citizens have taken a positive step to eliminate many popular misconceptions about private enterprise by presenting facts. What better place to start than with teachers, who are obviously the ones primarily concerned with promoting better understanding of business institutions? In line with this idea, each of Hillside's 175 Public School teachers recently spent a day at one of 25 local industrial plants, both large and small.

I teach economics in the social-studies department of the high school. On March 3, I reported to Hatfield Wire and Cable Corporation. There, along with several colleagues, including Wayne T. Branom, superintendent of schools, I was greeted by plant officials. They obviously relished the prospect of a day devoted to teaching the "profs."

After our exchange of greetings, the officials handed out to us "students" packets containing booklets that described the company's business, its parent company and associated enterprises, its yearly financial report, its history—in short, all the information that one would need if he were interested in investing in the company. Morris Lubin, the firm's assistant treasurer, seemed pleased to be able to dispense enough "homework" for a very long evening.

Here, briefly, are the highlights of our group's activities that day:

- Inevitably, we discussed the current economic situation, with emphasis on the causes of the downturn.
- We asked a lot of questions,

BUSINESS EDUCATION WORLD

these teachers were more confident about helping students understand our economic system

many of them dealing with labor-management problems.

- The officials acquainted us with the goods produced at the plant, the raw materials used, and the methods of distribution employed.

- We found ourselves thoroughly engrossed in a tour of the production lines and other work areas. During this time management and labor made it evident that they were justifiably proud of their joint contribution in producing the many kinds of electrical wires and cables so essential to the transmission of power to American homes and industry.

Shortly after five o'clock, "school was dismissed for the day" with a feeling of mutual satisfaction in a day well spent.

What about some of the experiences of teachers in other groups?

At the American Can Company plant, Elmer Van Gilder, physics teacher, accompanied several colleagues on a tour conducted by the plant manager and the safety engineer. "Observing high-speed precision machinery in action, including a lithographing, cutting, forming, and soldering operation in the process of manufacturing cans," said Mr. Van Gilder, "gave me a sense of renewed purpose in teaching the theories and principles of physics." He added that plant officials and teachers shared a luncheon in the company's cafeteria, where the conversation bounced from discussion of labor-management problems to briefings on company policies, the economics of the container industry, competition, and marketing trends.

I asked Wilfred S. Johnson, veteran language teacher, to give me his impressions of Teacher-Industry Day. "Not so long ago, when I was teaching at A. P. Morris School," he said, "I had to pass the rear entrance of the Heil Company twice a day. Naturally, the massive equipment and the brightly painted truck bodies aroused my curiosity. When Heil

officials invited me to come and visit them, I had a chance to see for myself what was going on, and to ask questions about it.

"The product started as a piece of paper—an order to deliver specific equipment. As it went through the different stages—draughting, pattern-making, cutting, assembling, testing, and finally painting—it took on the glamor of birth.

"We didn't stop with this one phase—we had to see the innovations that management was most proud of. So, for a few hours, we lived the product, listened to its maker, formed new opinions, and came away with a deeper appreciation and understanding of one segment of Hillside, New Jersey."

Edward Gottlieb, business teacher, said, after visiting Edgcomb Steel, "Visits to industries by teachers whose backgrounds were entirely foreign to the operations they observed certainly contributed a broadening effect."

First-Hand Look

For many teachers, the day brought their first real contacts with labor, management, or industry in general; for a few, it represented their very first opportunity to go inside an industrial plant. Mrs. Sandra Greenberg, for instance, reported that her trip to Sunrise Dairies taught her about various processes of pasteurization, sterilization, and cooling that she had never known before.

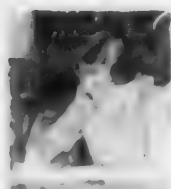
Teacher-Industry Day was a signal triumph for many of us who wanted first-hand knowledge of what employers expect in the way of student preparation. We came away with a clearer conception of the qualifications business seeks and a determination to eliminate some of the deficiencies of the future employees, particularly in spelling and grammar. Business teachers were, of course, especially interested in these matters. During her visit to Bristol-Myers Products Division, Mrs. Minna

Rubenstein, typing and stenography teacher, made a point of contacting heads of departments pertaining to her field. All of us were gratified to see many of our former students doing so well as employees of the companies we visited.

At Cooper Alloy Corporation, John Sidun, chemistry instructor, had an extremely rewarding orientation to the latest metallurgical processes and an outline of research for new materials. Teachers in such special subject areas as his had a field day catching up on the newest techniques and processes. They learned a lot that isn't in their textbooks.

The history and social-studies teachers were pleased to find first-hand evidence that many of Hillside's small and medium-size businesses had started as one-man enterprises and gained their present stature through the private-enterprise processes so highly developed in America. The opportunity to discuss economic problems with some of the very founders of these businesses brought the Henry Ford story much closer to them. Everywhere they went, they were impressed by the magnitude of plant, equipment, supplies, and technical knowledge that goes into the production of goods. The millions of dollars they saw invested in tools and plant was overwhelming evidence of the importance of capital in productive enterprise.

The teachers of Hillside now have valuable primary source material on American business. With it, they can improve classroom content in economics as well as the methods by which they present it. Certainly, free enterprise has gained because some of us in the teaching profession now have a better understanding of capitalism at work. The best test of the value of Teacher-Industry Day lies in the fact that so many teachers are eagerly looking forward to the permanent establishment of this education-and-business partnership as an annual workshop.



"DON'T STOP PRACTICING!"

To master a skill, both the superior and the slow student must keep at it

MARY WITHEROW

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IN A BEGINNING stenography class I often tell my students that I really hesitate to return the first few sets of test papers. It seems that there are always two attitudes apparent, neither of which is conducive to achievement.

I find the first attitude prevalent among the students who have received high scores. They often feel that they have learned all there is to know about stenography—or, at least, that it is really going to be a "snap." I always admonish this group with, "Now you have a good start—*don't stop practicing.*"

The other group falls into exactly the opposite category; they receive very low scores. Stenography seems harder for them to grasp. They can't seem to get started. But, with a little persistence, these slower beginners can often overtake the "hares" and win the race. I tell this group, "You've

just gotten off to a slower start—now you'll have to work a little harder. *Don't stop practicing.*"

In other words, *don't stop practicing* in a time of ease and *don't stop practicing* in a time of trial.

If a student stops working on a skill subject just because she is a little ahead, she will find herself being overtaken by the rest of the class. She may even find herself being surpassed by that not-so-bright but industrious and determined individual who wants to lead the parade. The adage "You can't afford to slow down when you see the flag for the first lap of the race" can apply just as well to typing as to stenography. If two students are typing an equal number of words a minute, and one stays away from class for a few periods just because she is typing faster than her classmates, you know all too well what the result is going to be.

What about a time of trial? Sometimes a student feels that she would really like to go down to the coun-

selor's office and ask for a drop card—she just doesn't "have the knack." In most cases, she is just feeling sorry for herself. The best advice anyone can give her is: "*Don't stop practicing.*" Of course, you, as the teacher, must be sure that she is practicing in the right way; wrong practice is worse than none at all.

Two "P's" should apply to any practice. The first: a student should make her practice *personal*. If she has the attitude, "I can and I will"—a personal attitude—she'll produce the results.

The second "P" is *persistence*. Erratic practice will not bring good results. A student must apply herself daily to the study of shorthand vocabulary. She should turn off the television set and decline invitations for other activities, then write shorthand notes and read plate for at least thirty minutes each day.

Tell your students, "Your goal may be closer than you think. *Don't stop practicing.*"



ALAN C. LLOYD

4. how students' papers reveal technique problems

Scan papers occasionally for a few of these "What You See" signals; you'll quickly spotlight students who need your help

NOTE: All drill references are to drills published here in March.

WHAT YOU SEE	WHAT MIGHT BE WRONG	WHAT YOU MIGHT DO ABOUT IT
1. Spaces often omitted between words	a. Faulty space bar b. Incorrect space-bar technique c. Hands low; leaning on machine	Have it fixed; transfer student to another machine. Have student say "space" in drills typed in cadence with another student; check that thumb "bounces" off space bar. Use upper row drills like Nos. 4-5, 19-20 (published here in March); insist on curved fingers; put chalk on front of machine (see para. 24 of last month's article).
2. Spaces often omitted after punctuation	a. Doesn't know spacing rules b. Backspaced to insert punctuation .. c. Faulty space bar d. As in 1-b and 1-c	Test this; if verified, drill on the spacing rules. (More common than you'd think!) Catch him at it; mark it wrong. Too firm; fix it; move student to another machine. As suggested above for 1-b and 1-c.
3. Extra letters appear in words	a. Reading too far ahead b. Faulty backspace key c. Reading too hurriedly d. Double letters become triples e. Blurring of student's vision f. Hugging home keys (electric) g. Heavy touch (electric)	Use drills that slow down eyes, like Nos. 7, 27-29. Student thinks he has backspaced to strengthen light letter or make strikeover, but backspace didn't work; caution student. Have student call aloud the letters in some drills. Drill on double-letter words, spelled aloud by the student. Student may need (new) glasses; check also clarity of copy. Use position drills like Nos. 7-10 to correct; alert student. Curve fingers more; use "brisk" drills like Nos. 4-6.
4. Extra or repeated words in sentences	a. Student has looked up from copy b. Reading too far ahead	Catch him at it (see Paras. 3-7, last month); see 7-d, below. Use drills that slow down eyes, like Nos. 7, 27-29; and drills loaded with repetitions, like No. 6.
5. Extra spaces appear between words	a. Slow space bar stroke b. Faulty space bar c. Bounced off punctuation key d. Leaning on space bar	Assign space bar speed up drills like Nos. 14-18; especially ones of "end-start" words (like "will like ends some each"). Too loose; fix; transfer student to another machine. Assign punctuation key drills like Nos. 13, 16, 17. Coach this student (but not others) to use outward stroke on space bar (thumb arcs toward body); see also 1-c above.
6. Extra spaces appear within words	a. Slow release of keys b. Leaning on space bar c. Nervous in speed push d. Faltering on long words e. Thumb falls back on space bar	Use "double finger" drills (finger taps two different keys in succession, as in "hunch" and "from") and Nos. 4-6; using rapid rhythm recording can speed up key release, also. As in 5-d above. Take off some pressure; guide student in goal selection. Use drills like Nos. 24-26 and many lines of long words. Compose drills of words beginning with y, u, i, o, and p.

(Continued on next page)

TECHNIQUE PROBLEMS (continued)

WHAT YOU SEE	WHAT MIGHT BE WRONG	WHAT YOU MIGHT DO ABOUT IT
7. Many transpositions of letters or words	a. Reading too far ahead b. Lack of concentration c. Confusion of similar words d. Looking up and losing place e. Overlearning common words	Use drills that slow down eyes, like Nos. 7, 27-29; also, have student spell aloud some lines of drills. Use drills that occupy the mind, like 27-28, 45-47, and 57-61. Slacken use of drills that encourage writing on word level; use more alphabetic sentences and other hard drills; see 9. Use standard eyes-on-copy drills, like Nos. 27-29. If you see "eht," "teh," "dne," "adn," and similar versions of common words, stop drills that encourage word-level writing; use rhythm records with hard copy. In some instances, deliberately practicing word in wrong form eliminates the error.
8. Omission of words or even whole lines	a. Looked up and lost place b. Light glaring on copy c. Misled by proximity in copy	See 4-a and 7-d; also, reduce number of repetitions of the copy—student often looks up when he's "memorized" a drill. Be sure copy is tilted so page has no shine on it. Example: when two successive lines start with same word. Alert student; watch for examples to practice on and guard against.
9. Confusing like words (as, "not" for "now")	a. Inattentive to copy details b. Overautomatization c. Misreading	Assign mind-absorbing drills, like Nos. 27-28, 47-61. Help students list such words (like now-not, then-them, then-then, then-that) and build a drill on them. Use lots of these words in constructing proofreading problems.
10. Flying and sunken capitals	a. Fltering sequence of motions b. Faulty shift key c. Impediment under machine	Assign drills like 11-13, 32-34. Note: For manual machine, always do a drill like No. 11 before doing one like No. 12; but for an electric, do one like No. 12 before one like No. 11. Have it fixed; transfer student to another machine. Clear out erasers, pencils, crumpled paper, etc.
11. Unevenness, spottiness in typed material	a. Faulty ribbon mechanism b. Worn-out ribbon c. Irregular, jerky stroking d. Uncertainty in objective	Check that it works properly, especially that it reverses not only properly but all the way through the length of ribbon. Almost coachss student to type very hard to get clear print, and no one can type hard all the time, evenly. Drill on lines of even-length words like Nos. 1-3; use rhythm recordings generously in warm-up practice. Be sure student knows what to do and starts confidently.
12. First letters of words often wrong	a. Hesitation in word attack b. Stiffens fingers when spacing	Assign many word-family drills and drills like Nos. 23-26. Some students, who hold wrists too low, stiffen right-hand fingers on each space-bar stroke; see that wrists are up, fingers curved; assign drills like Nos. 14-18.
13. Many heavy or shadowed letters	a. Slugging keys b. Overemphasis on accuracy c. Holding keys down too long d. Stumble over double letters e. Faulty machine f. Frequent key jams g. Attempt to mask strikeouts	Use stroke-lightening drills like Nos. 4-6; check that fingers are curved, wrists together, elbows slack at sides. Some learners feel more positive control when they hit keys hard. See 6-a. Some students strike second letter harder than first; use rhythm recordings on double-letter drills; caution students. Bent typebars and clogged segment slots force hitting keys hard to get readable impression without jams; fix machine. Check typebars and segment slots; if machine is all right, assign rhythm drills like Nos. 1-3, 7; use rhythm records. Teach acceptable strikeouts; ban all others.
14. Many letters light or indiscernible	a. Ribbon worn or not reversing b. Stroke is too feeble c. Pushing too hard for speed d. Machine out of adjustment	Check mechanism; replace ribbon—make a lesson of it. Type rhythm drills; use rhythm recordings at comfortable pace. Switch to rhythm or accuracy goal, using very easy material. The "touch control" device may be set too high; change it.
15. Irregular left-hand margin	a. Poor carriage returning b. Margin-block slipping	Assign drills like Nos. 30-37. Have left margin block checked, especially its "shock absorber."
16. Irregular indentions or tabulations	a. Using space bar instead of tab b. Faulty indenting motions c. Machine out of adjustment d. Releasing tab key too soon	Catch student doing so; admonish. Assign drills like Nos. 30-37. Check both tabulating key or bar and tab set key. Watch the student as he uses it; assign drills Nos. 53-56.
17. Occasional line much too long or short	a. Bell not working properly b. Not hearing the bell c. Not responding to bell	Check this; if working, adjust it to get different tone. After checking machine's bell, check student's hearing. Assign drills like Nos. 38-39, 42-44; caution student.
18. Discernible pattern in kinds of errors	a. In third row: low wrists b. In home row: bouncing hands c. In bottom row: high wrists d. Adjacent keys: bouncing hands e. Adjacent keys: flying elbows f. Adjacent keys: poor spacing g. Adjacent keys: bad returns	Drill on third-row words and letters; see 1-c. Drill on home-row words; use drills like Nos. 16-17. Drill on bottom-row words; use card device (Para. 24, last month). See 18-b preceding. Check student when he is typing a line of one-hand words—see whether he "flourishes" either hand. Drill on lines loaded with p ; ? q a z See Para. 14 last month. See 5-a, 5-d, 12-b. Check that student's hand gets back to correct position after carriage return; use drills like Nos. 30-37.

TIPS ON TEACHING AND STUDY ASSIGNMENTS ABROAD

SECOND OF TWO ARTICLES

How the Fulbright program operates,
and how to go about obtaining a grant
for an overseas appointment

JAMES GEMMELL

Fulbright Lecturer in Management to Finland

THE LARGEST of the educational exchange programs sponsored by the United States Government is the Fulbright program—the one with which this article is concerned. The basic purpose of the program is to promote mutual understanding between the people of the United States and those of other countries. It has established itself as an important channel of cultural communication. During the first ten years of its operation, 22,000 persons were exchanged with 28 countries at a lower cost to the American taxpayer than five hours of fighting in World War II.

In an attempt to "beat swords into plowshares," the Fulbright program began in 1946, when Congress enacted Public Law 584. Through the provisions of this act, the U. S. Government sold surplus war property abroad and used the funds obtained—all in foreign currency—to finance an exchange of persons. Subsequent legislation has made it possible to use for this purpose any foreign currencies owned by the U. S. Government. The program is two-way: it assists foreign persons in coming to the United States and Americans in going abroad. Grants are awarded for graduate study, teaching, lecturing, advanced research, and specialized training or observation.

The program is administered by the Department of State under the supervision of the Board of Foreign Scholarships, a public board appointed by the President. In the United States, three agencies receive



TEACHING AND STUDY ASSIGNMENTS ABROAD (continued)

and review applications from Americans and recommend candidates for selection under the program. Overseas, the program is administered through a binational commission, usually called the U. S. Educational Foundation, in each participating country. At present, the participating foreign countries are Australia, Austria, Belgium and Luxembourg, Burma, Chile, Denmark, Finland, France, Germany, Greece, India, Italy, Japan, the Netherlands, New Zealand, Norway, the Philippines, and the United Kingdom.

How, When, Where to Apply

Each of the three U. S. agencies designated to receive and review applications for awards has its own application forms and conducts its own competitions. Application may be made to only one of the co-operating agencies for appointment for any one academic year.

LECTURING AND ADVANCED RESEARCH.

Application forms for university lecturing or advanced research may be obtained on request from the Conference Board of Associated Research Councils, Committee on International Exchange of Persons, 2101 Constitution Avenue, Washington 25, D. C. Completed forms should be returned directly to the Committee. All persons who receive application forms are also given a copy of the booklet, *U. S. Government Awards under the Fulbright Act—General Information*, which contains details on terms of awards, eligibility, application procedure, and methods of selection. To insure consideration for an appointment the following year, applications must be postmarked no later than October 1. All applicants must be American citizens. Applicants for visiting lectureships are expected to have had at least one year of college or university teaching experience in the United States or abroad at a level equivalent to that for which application is made. Applicants for awards as research scholars are expected to have a doctoral degree, or recognized standing in their respective professions, at the time

of application. Those who are candidates for the doctoral degree, or who expect to obtain it in the normal course of their training, should apply to the Institute of International Education (address below). Specialists in fields for which the doctoral degree is not necessarily a part of professional preparation may apply for either lecturing or research awards. Ordinarily, awards are made for a full academic year. The minimum period for which research awards will be granted is six months; for lecturing awards, one semester or the full session of an established summer school.

ELEMENTARY AND SECONDARY SCHOOL TEACHING. Applications for teacher-exchange opportunities and summer seminars for American elementary, secondary, and junior college teachers are handled by the Teacher Exchange Section, Educational Exchange and Training Branch, Division of International Education, Office of Education, U. S. Department of Health, Education, and Welfare, Washington 25, D. C. The closing date for applications is October 15. Four types of exchanges are available, depending on the arrangements made with a given country:

(1) *Interchange of teaching positions* between the American teacher and a teacher from abroad is made under an agreement whereby each teacher continues to receive his salary from his own school.

(2) *Interchange of teaching positions* is made by means of an agreement whereby the American teacher receives a leave of absence and accepts a maintenance allowance payable in the currency of the host country under the provisions of the Fulbright Act. Under this arrangement, the American school authority accepts a teacher from abroad, paying him a salary equal to the salary for teachers with similar qualifications and experience in the local school system. Both the American teacher and the teacher from abroad are provided transportation.

(3) *One-way teaching assignments* that do not in-

T.S.S. "Dionysia." Photo courtesy Greek Lines





volve an interchange of positions are available for American teachers in many countries. The American teacher, if he is under contract with his own school, should obtain a leave of absence to accept a grant under the Fulbright Act. The award consists of an allowance payable in the currency of the host country and transportation as indicated under each country's program.

(4) *Summer seminar grants* are available to American teachers of the French language and literature, teachers of the classics, and teachers of German, in France, Italy, and Germany, respectively.

Facts concerning the awards, together with a listing of the available opportunities, are set forth in the publication *Teacher Exchange Opportunities*, obtainable on request from the Office of Education, at the address already given.

GRADUATE STUDY. Awards for graduate study abroad are available under the Fulbright Act and also in several Latin American countries under the Buenos Aires Convention. American students now enrolled in a college or university should obtain application forms from, and submit applications to, the Fulbright Program Adviser on their campus. Students who are not enrolled in a college or university in the spring and who do not expect to be enrolled in the fall are considered applicants-at-large and should file their applications with the Institute of International Education, 1 East 67th Street, New York 21, New York. The participating countries are listed, along with other information about graduate study abroad, in a brochure that may be obtained on request from the Institute. Competitions usually open on May 1. Completed forms from applicants-at-large must be submitted by November 1. Enrolled applicants must abide by the submission deadlines established at their colleges.

To be eligible for an award, the applicant must be an American citizen who possesses a college degree or its equivalent before the beginning date of the grant,

plus a knowledge of the language of the country of application sufficient to carry out the proposed study. Preference is given to applicants not more than thirty-five years of age who have not had prior opportunity for extended foreign study, residence, or travel.

Awards under the Fulbright program are made entirely in the currencies of participating countries abroad. They cover transportation, expenses of a language refresher or orientation course, tuition, books, and maintenance for one academic year. The maintenance allowance is based on living costs in the host country and is sufficient to meet the normal living expenses of a single person. No transportation or maintenance allowance is provided for dependents.

Awards under the Buenos Aires Convention include transportation provided by the U. S. Government, tuition, maintenance, and sometimes incidental expenses provided by the host government. The maintenance allowance in certain countries requires supplementation by the grantee. Recommended candidates who plan to take dependents are required to submit a statement of financial ability to provide for them.

Other Opportunities Abroad

In addition to the opportunities already presented, funds for grants under the Smith-Mundt Act are derived from annual appropriations of the U. S. Congress. Grants under this act are offered for lecturing in certain countries not participating in the Fulbright program. The Conference Board of Associated Research Councils has the responsibility for recommending experienced American university and college lecturers for teaching opportunities at the college and university level under the Smith-Mundt Act. The Conference Board Committee does not invite applications, but, instead, asks interested professors to register with the Committee by filling out brief record cards with information on their academic background, preference as to countries, probable periods of availability, foreign language competence, and related matters.

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STIMULATE ECONOMICS STUDENTS WITH SUPPLEMENTARY AIDS

If you use nothing but the textbook,
your students are likely to lose interest

BILL G. RAINEY

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MANY OF OUR SCHOOLS of higher education (Oklahoma State University, State University of Iowa, Brigham Young University, and Western Illinois State, to mention a few) are doing considerable experimenting in special courses in economics for the non-major. In the experimental course, the professor tries his best to maintain the interest of the student, so that learning will be as nearly painless as possible. He makes extensive use of magazines, films, discussions, debates, individual reports by members of the class, guest speakers, and field trips.

The consensus seems to be that following this procedure results in less actual knowledge about economic principles than does a course taught from a regular textbook, with daily lectures by the professor. I do not agree. I believe that our standard economics courses can be greatly improved if we adopt some of these methods.

Economics, as taught in most colleges, is abstract, dry, and uninteresting to most students. The average college cannot afford to offer a special course in economics for the non-major, so he has to take the same fundamental courses as does the major. But why must we subject any of our economics students to a boring class when it is not necessary? *We can make our courses more interesting for both majors and non-majors, give students a greater knowledge of economics than they get from the textbook-lecture method, and increase the popularity of economics as a major field of study.*

Two devices have enabled me to do a much better job of teaching economics and have quickened interest among my students. A considerable number of them have expressed a desire for further study in this field.

First, I use an "Inventory of Business and Economic Concepts" in order to stimulate class discussion. Even the poorest student will volunteer his opinion on a number

of these statements. After the class members have argued back and forth about a statement, I can elaborate on it, bringing in whatever economic principles I think will illustrate my point. The class discussion has put them in a receptive mood. For example, I can discuss the law of supply and demand or bring up marginal utility in connection with the statement, "Scarcity of goods will always lead to higher consumer prices," and they will listen to me. This was not usually the case when I was simply assigning chapters in a textbook and lecturing on the material.

The Inventory appears on the next two pages. I prepared it for my own use, but it has proved very popular with some of my fellow economics teachers. If you care to use it, you can, of course, change it to fit your own needs or desires. It takes me about six weeks to cover this inventory. If it proves successful for you, you can use an entirely different one the second semester.

The second device that I use is assigned readings and class discussion of current articles in such nationally circulated magazines, as *U. S. News and World Report*, *Business Week*, *Wall Street Journal*, *Newsweek*, and *Time*.

Each student is allowed to choose his own articles, and he does as much or as little outside reading as he wants to do. He hands in a written summary of each article he has read. I record an average grade for every five summaries submitted. Students generally receive a high grade on their readings; so the more they read, the greater the number of high grades they will have to average in with examination grades and other grades at the end of the term. This works well from both the student's standpoint and my own. If a student makes a low grade on a test, let us say, he can raise his average by reading and submitting a summary of five articles. Students feel that this is a fair system; and I like it because I believe that the more reading they do, the more they will learn.

At least once a week, we discuss one of the current articles in class. I try to pick articles that I know will produce differences of opinion and lead to lively discussions. A current issue of one of the magazines I mentioned usually carries such an article.

I urge students to bring up in class, and comment on, points that they have come across in their outside reading assignments. Then I try to tie all these points in with the principles of economics stated in the textbook.

I sincerely believe that we learn five times as much economics through the reading assignments, class discussions of current articles, and inventory-discussion as we did in the days when I stuck to the textbook (for lack of knowing what else to do) and lectured my students to sleep.

AN INVENTORY OF BUSINESS AND ECONOMIC CONCEPTS

A NUMBER OF business and economic concepts are stated below. At the end of each statement, indicate, by means of the following code, the extent to which you agree or disagree with the concept.

SA—Strongly agree A—Tend to agree SD—Strongly disagree
D—Tend to disagree X—No opinion whatsoever

1. An individual's standard of living depends on his ability to produce goods or services desired by others.
2. The tax portion of the dollar one spends results in more real benefit than the same amount spent in any other way.
3. Competition in business is an absolute necessity if reasonable standards of production and service are to exist.
4. Work stoppages and slowdowns in business and industry have only minor effects on the costs of production.
5. The personality of an individual is primarily what determines the degree of success he will achieve in business.
6. In general, government units provide services to individuals that the individuals cannot provide for themselves.
7. Increasing taxes on the profits of business has little or no effect on business, because the higher taxes are merely passed on to the consumer in increased prices.
8. If the Federal Government abstains from exercising price control, competition will keep prices at a fair level.
9. Redistribution of existing wealth in the United States would increase substantially the amount of wealth held by the average worker or other individual.
10. The greater the material achievement (money income) an individual attains, the happier he will be.
11. In the United States, the ownership of business and industry is in the hands of a few wealthy people.
12. Government service will always attract desirable and competent workers, regardless of salary.
13. An increase of automation in industry tends to decrease the number of jobs available.
14. There is plenty for all only when men are free to work for themselves.
15. It is a privilege to pay income taxes.
16. The higher the price demanded for goods or services, the better the quality of the goods or services will be.
17. The prosperity of individuals is increased when the government adds to the supply of money in circulation.
18. The total income received by owners of corporate enterprises is much greater than that received by employees.
19. Business supports everything in the United States; other institutions, such as government, function only as by-products of business.
20. In industry, large size indicates exclusive control of a field and a tendency to compel buyers to pay whatever price is asked.
21. The Federal Government should bear the primary responsibility for the economic security of people over 65.
22. The cornerstone of American productivity is freedom; it is the lubricant of our economic system.
23. Federal subsidies, in the form of grants of money or its equivalent, conform to principles of free enterprise.
24. Increasing the wages of industrial workers insures an increase in production.
25. The primary purpose of any legitimate business enterprise is to provide a service to humanity.
26. Enjoyment of his work constitutes an important part of the individual's compensation from employment.
27. The size of the national debt has little or no effect on the standard of living of the individual citizen.
28. It is only when the operations of business enterprises become detrimental to social welfare that the Federal Government assumes some form of control.
29. An individual who refuses to go into debt to make a purchase shows a high degree of thriftiness.
30. In the United States, ownership of property has very few restrictions placed on it.
31. It is hazardous for one businessman to establish his price below the competitive market price.
32. When business must compete for customers at the same time that it is busy producing goods, the result is a lowering of the standards of the goods.
33. The amount of tax that an individual pays is in direct proportion to the amount of benefits that he receives from Government services.
34. The hard times and suffering caused by the "Great Depression" (1929-39) have been greatly exaggerated.
35. The "business cycle" is an obsolete term.
36. A major incentive for the improvement of business and industry is the desire of businessmen to provide increased service at a low cost.
37. Any substantial increase in real wages for workers in general can be achieved only through an increase in productivity.
38. Lack of government regulation is the essence of free enterprise.
39. In spite of high taxes and the high cost of living, people in general are better off now than they have ever been in the history of this country.
40. At present, not many provisions of the income tax laws are designed to benefit the taxpayer.
41. Low-income families consume a larger fraction of their incomes than do high-income families.
42. The contest for prestige and power in business requires that the individual often compromise with his conscience.
43. Employees of a business constitute the major source of ideas for the improvement of that business.
44. Every dollar spent is an economic vote of approval for the thing for which it is spent.
45. The United States is such a large country that export trade has only a limited effect on its economy.
46. Business executives today are urging that every American become a stockholder in business enterprise.
47. The Parity Program and other Government aids to agriculture have not really helped the farmer, but have only deprived him of some of his freedom. It would probably be better for the country if the Government would leave farmers to work out their own salvation.
48. Our Government should grant subsidies and other special favors (such as free postal service) to private industries that cannot make enough money to stay in business.
49. The concept of economic democracy implies a share in the control of the economic system by the three great groups of people most concerned with its operation—owners, workers, and consumers.
50. Because of habit, custom, fashion, or aggressive selling practices, most American consumers will buy things that they either don't want or can't afford.
51. A comparison of private industry and Government industry will nearly always reveal more progress and efficiency being demonstrated by the private firm.
52. TVA (Tennessee Valley Authority), which resulted in the Government's producing and selling power, was unfair to private utilities and to consumers of electricity and should never have been tolerated by the Americans.
53. Every veteran has a right to expect such Government services as the G. I. Bill, hospitalization, loans, inexpensive insurance, and unemployment pay.
54. It is naive to expect the average consumer to have any intelligent opinion concerning the fairness of the prices of any significant variety of goods.
55. Such agencies as the WPA (Works Progress Administration), CCC (Civilian Conservation Corps), and AAA (Agricultural Adjustment Act) constituted the best possible way of alleviating the depression of the 1930's.
56. A high standard of living for all people can be achieved more successfully by instituting radical reforms than by seeking mutually satisfactory solutions to conflicts.
57. Free trade (no tariff barriers) on a world-wide basis would solve many of the world's problems.

(Continued on next page)

78. The individual who purchases only what provides him with the greatest satisfaction demonstrates thrift, even though he accumulates no savings.
79. An economy such as ours cannot stand still; if it does not continually expand, it will collapse.
80. The world's population problems can be solved only by means of war and disease.
81. In our modern society, it is not considered objectionable for a businessman to do "a little white lying" in order to sell his product.
82. The Soil Bank Program, established under this administration, is the best thing that ever happened to farmers.
83. Other countries do not appreciate the U. S. A. as they should and do not show us the proper respect.
84. A man who puts \$10,000 in a bank and leaves it there is helping our economy to grow and prosper.
85. A farmer has a 300-acre farm. He has \$4,000 worth of equipment that has a useful life of ten years. He has expenses (not counting his own labor) of \$1,000 in connection with planting and harvesting his cotton. He receives for his cotton a total of \$1,600. He has made a small profit.
86. Overproduction can best be prevented by government regulation of production.
87. As a general rule, people who have the highest qualifications for a particular job will be hired in preference to those whose qualifications are a little lower.
88. If Russia should suddenly cease the "cold war" and become extremely friendly to the United States, the result would be a depression in this country.
89. A business should be guaranteed an annual income from sales by the Federal Government (e. g., the Government would purchase enough ladies' silk hose to make up any difference between actual sales to consumers and the amount set by the Government).
90. A person would be foolish to turn down a \$500-a-month job in preference to a \$400-a-month job in the same city, if working hours, type of work, working conditions, retirement program, etc., were similar.
91. The Government would profit by creating a sort of "G. I. Bill" for civilians as well as veterans and sending to college those of average, or better, intelligence who cannot afford to put themselves through.
92. A mentally handicapped individual probably makes a better employee on an assembly line than does a person of average, or higher, intelligence.
93. Our economic system tends to reward the wrong people financially in too many cases.
94. The "good points" of a depression are: it eliminates the unfit, encourages inventions, improves morals by making people more religious, and brings about industrial discipline (people produce "or else").
95. The "double taxation" imposed on corporations (the corporation itself is taxed on profits, and the stockholders are also taxed on dividends) is unjust.
96. Most businessmen do not like competition—at least insofar as they are exposed to it themselves.
97. The "profit-sharing" plan adopted by some firms violates the fundamental principles of our economic system.
98. It is only fair that all workers be paid a guaranteed annual wage.
99. A man who does not carry life insurance and hospitalization insurance is a fool.
100. The people who can actually afford it pay most of the taxes in the United States.
101. Cutting the income tax would be the best way for our Government to give financial help to lower- and middle-class people.
102. So far as the consumer is concerned, a can of beans is a can of beans, and a can of soup is a can of soup.
103. The assumption that rivalry in buying and selling will operate to the consumer's advantage by holding prices down to, or near, costs of production must be seriously modified in a modern economy.
104. For most consumers, the desire for a large part of their food and drink is acquired rather than inborn.
105. Union regulations restricting the number of apprentices in a trade are needed as much to protect the public from inferior workmanship as to protect union members from an oversupply of skilled workers in their trade.
106. The inelastic demand for tobacco makes cigarettes a good target for taxes, which serve to advance cigarette prices.
107. Installment buying is to be commended from a social point of view, since, by increasing consumption, it stimulates production and helps to create prosperity.
108. There is danger of the Social Security Program becoming a "Frankenstein's monster."
109. Labor unions are responsible for the continually rising cost of living.
110. Big business is responsible for the continually rising cost of living.
111. Government is responsible for the continually rising cost of living.
112. When both prices and money incomes rise together by 10 per cent, the taxpayer's "real" income remains constant.
113. The average labor-union member does not "get his money's worth" from his union dues.
114. The relatively low average income of those engaged in agriculture suggests that, by and large, agriculture is over-staffed and overextended.
115. "Fair Trade" prices tend to be high prices.
116. The appropriateness and effectiveness of government control of business enterprise is determined by the quality of men in government.
117. The salesman who sells you something that you do not need is productive.
118. The possession of wealth by individuals in the U. S. enables them to exercise specific control of that wealth.
119. Depressions result from the failure of agriculture, industry, labor, and other economic elements to function in harmony.
120. Individuals with financial interests in corporations police the practices of corporate management more effectively than would any other kind of ownership.
121. Progressive taxation tends to penalize a person because he has superior abilities, whereas regressive taxation more or less rewards him for his abilities.
122. Businessmen tend to shift the burden of taxation to the consumer, so that only the consumer is really hurt.
123. Advertising increases the costs of producing and selling goods.
124. Customary observance of July 4, Thanksgiving, Christmas, New Year's, and other national holidays is accompanied by practices that have economic significance.
125. Broadly speaking, our method of disposing of the dead is unnecessarily expensive. From the standpoint of human welfare, the half billion dollars or more spent every year is largely wasted.
126. There is usually more fraud practiced in selling food in periods of depression than in normal times.
127. An implied argument in favor of trade-marked merchandise is that, once the buyer has made a satisfactory purchase, he can be assured of uniform quality in the future.
128. The profit motive impels some manufacturers to cut corners on quality.
129. Although many trade-marked products carry "guarantees," most of them are so general as to be easily evaded; consequently, they are practically useless to the consumer.
130. The modern use of brands and trade-marks is consistent with the theory of pure competition.
131. "Fair Trade" legislation is consistent with our avowed policy of *laissez-faire* and a free, competitive market.
132. Advertising should be regulated *only* when it might induce a person to buy an injurious product.
133. All taxpayers are consumers, and nearly all consumers are taxpayers. As such, they have a legitimate right to insist that a portion of their tax receipts be used for consumer education in our public schools.
134. Aid to illegitimate children is "subsidizing immorality."
135. If producers sold directly to consumers, the costs of middlemen could be eliminated and retail prices lowered.
136. Since prices fixed by merchants themselves have come to be the rule rather than the exception in retail stores, individual buyers exert no influence whatever on them.
137. In the final analysis, costs of production really determine the market price for any good offered for sale.
138. Monopoly price is always high price.
139. "Spending our way out of a depression" is unsound government policy.
140. The welfare programs of the various states are demoralizing in their effects.

Compiled by
WILLIAM C. KNAAK

THE FIVE C'S OF SALESMANSHIP

WHILE THE INSTRUCTOR is giving a demonstration on how to sell any item of merchandise, he takes out a package of cigarettes, takes one cigarette from the package, and puts the cigarette in his mouth. Then he takes out a book of matches and starts to light the cigarette—all the while continuing his sales talk. But just before the cigarette is lit, the instructor stops

suddenly and asks his students to write down everything he said about the item he was "selling" and everything they were thinking about as he was preparing to light his cigarette. From this demonstration, it is easy to convince a class how distracting a salesperson's personal habits can be.—*Melvin E. Lightcap, Leavenworth (Kansas) Senior High School*

How to illustrate that personal habits may be distracting

THE INSTRUCTOR BEGINS talking about either of two fountain pens he has in his hand. He tosses one around carelessly as he gives sales points about it. He then picks up the other pen carefully, handling and demonstrating it as if it were of great value. Then he asks what retail price should be given to each pen. The

class will usually suggest a higher price for the carefully handled pen. The instructor informs them that the carelessly handled pen is the more expensive. He will then be able to convince them easily that careful handling adds value to merchandise.—*Celia D. Bergman, Journal of Business Education, Sept. 1950*

How to show the value of a good demonstration

SET A water pitcher filled with water and a glass on your desk. Before you introduce suggestion-selling to the class, select one student for a demonstration. On the first day, ask him if he wants a glass of water. On the second day, ask him if he wants another glass; then suggest a second glass. Proceed like this each day, until the student drinks several glasses.

Then point out to your students that your

"victim" did not know why he was drinking the water, and surely not why he was asked to drink more and more each day. But he must have wanted to drink some, for by mere suggestion he accepted. Explain that this is the same way to deal with customers, suggesting new merchandise, additional merchandise, or related merchandise.—*Joe Rogers, Briarwood High School, Freeport, Texas*

How to show that suggestions sell merchandise

THERE ARE usually several occasions during a semester when individual students make payment for some item to be used in class. On one of these occasions, have a student collect the sum due from each student. By prior arrangement, he will claim that he doesn't have much change, so he will use paper and pencil to record small surpluses or deficiencies in

payment. Whenever possible, he will make studied errors in both his computations and in his change-making. The natural reaction of the class should bring home to them the need for accuracy and efficiency in making change. Be sure to allow time for this activity without skimping other parts of the lesson.—*Willard H. Fisher, Laurel (Del.) H. S.*

How to show that change must be accurate

USE THIS trick only after students have learned the correct procedure for making change at the cash register. Give your student a \$5 bill for a 65-cent purchase. After the student has made the correct change, allowing for the sales tax, hand him two pennies for the

sales tax. The hesitation and confusion that usually results emphasizes to those watching, as well as to the student himself, the necessity of handling such situations rapidly and accurately. Mental arithmetic is the key.—*John F. Whalen, Niagara Falls (N. Y.) High School*

How to promote mental calculations

WATCH FOR MORE SALESMANSHIP DEVICES IN FUTURE ISSUES



Can we teach business subjects effectively by TV?
What business courses have been taught by TV?
Can a skill like typing really be learned via TV?
What are students' reactions to a TV typing course?
How do teachers of TV courses react to the medium?

3. HOW DO TV TEACHERS REACT TO THE MEDIUM?

FRED S. COOK

Stanford University, Stanford, Calif.

ROBERT E. HAMPTON

Fresno State College, Fresno, Calif.

CAN BUSINESS SUBJECTS be taught effectively by television? How many teachers have taught business courses by television?

What do business teachers who have used television as an instructional tool think of this method?

There were several of the questions that led to the development of the study on which this article is based.

That there is considerable debate relative to television as a teaching medium has already been discussed in the first article of this series. That students can learn, and that they enjoy learning, by TV was affirmed in last month's article. However, most teachers' reactions to their experience, and their findings in regard to its

results, have not yet appeared in print. This article, a brief summary of the replies to a questionnaire returned by over 80 per cent of all business teachers who have taught one or more business subjects by television, attempts to fill in a few of the gaps.

The replies indicate that there is no one common reaction to the experience of TV teaching. One business teacher, for example, believes that "TV is one of the most unusual and provocative mediums for 'educating' that now exist." Another was even more emphatic: "The possibilities (of TV) are limited only by the quality of the teaching. With really top-notch teachers, we could give commercial TV a run for its money and raise the general cultural level of the country overnight!"

Nevertheless, some teachers are not so enthusiastic. One "doubter" felt that "personal contact (is) lacking—this is quite detrimental in accounting

instruction. I was disappointed in TV visual aids. Too little material can be shown on the screen at one time—this hurts the effectiveness of problem demonstration." Another teacher who was critical stated: "TV teaching is popular. One must not confuse that popularity with teaching effectiveness. Like every other new device or medium, its advantages are being heralded somewhat out of proportion. TV teaching is fun and rewarding; but I can't do over TV what I accomplish in the classroom. This is a terribly expensive medium for effecting the type of results obtained."

Another business teacher expressed a more neutral opinion: "TV would be recommended as a teaching medium with limitations; the subject should be one which can be presented visually and impersonally by TV. Courses that require great individual attention and response are not good for the TV medium."

TV TEACHERS' REACTIONS (A Summary of Survey Answers)

- Business teachers feel that television offers tremendous challenges as a teaching medium *if good teachers are used*, and that it offers possibilities of being even more effective than orthodox instruction in certain subjects and with certain qualifications. They emphasize that sufficient planning and preparation is a "must" for effective TV teaching.
- Most business teachers recommend television as a teaching medium. However, they suggest precautions and emphasize its limitations.
- Most of the respondents are not sure whether television teaching can be most effective for credit courses or for

noncredit courses. Most of their teaching experience on TV, however, has been with noncredit courses.

- No one particular business subject seems to be "best" for television instruction. Typewriting, shorthand, and economics, in that order, lead in the number of business courses being offered by TV. The teachers feel that the type of subject best suited for TV presentation is one that requires demonstrations and the use of visual aids.
- Business teachers are not sure that any one group of students—adults, children, slow learners—learns best by television. One typewriting teacher says, "Our experience showed accomplishment at all age levels, ranging in years from seven to eighty-two." Several other teachers feel that TV teaching is especially good for reaching young children in such subjects as typewriting.
- The lecture method proved to be the method of presentation used most often by business teachers in their



PANORAMIC PHOTO of Fred Cook's TV typing course shows typical setup for business teaching by television

Our survey of business teachers who had taught by television was a more difficult study than we had at first anticipated. We found that there is no single source for a list of non-commercial, educational, and instructional television stations in this country. Many such installations are connected with educational institutions; some have only recently been constructed; others have permits pending but are not yet on the air. Consequently, although we searched through all available publications, we may have missed some institutional stations. We developed a list of 74 noncommercial and educational television stations located throughout the United States.

Question and Answer

An initial questionnaire was sent to each of the 74 stations to determine what business subjects were being taught and the name(s) of the

instructor(s). We received 49 replies and 7 unclaimed questionnaires (from stations that had not yet been constructed). Three stations that are not yet offering business subjects said that they planned to do so in the near future. Thirteen of the respondents indicated that they had televised one or more business subjects. (See *BUSINESS EDUCATION WORLD*, March, '58, pp. 14, 37.)

From the 13 stations that had offered, or were currently offering, business subjects, we secured a mailing list of 33 teachers who had taught business subjects by TV. We mailed a different questionnaire to each of these teachers and followed up with a second copy one month later. We believe that our return—over 80 per cent—was exceptional.

Although the total number participating in the study (27 teachers) is not impressive, it should be remembered that this group represents the

great majority of all business teachers from coast to coast who have taught by TV. There is little doubt that their opinions are a good representation of the "experts" in this new field.

As we have already hinted, our questionnaire was an "opinionnaire," not a statistical study. We make no claim to have the final answer as to the feasibility and effectiveness of TV for teaching all business subjects. We feel, however, that the conclusions indicated by the study (shown below) provide some answers to very common questions regarding this new tool. We are also positive that, regardless of what individual teachers may say against instructional television, it is here to stay. Consequently, we hope that there will be much more research and writing on the part of those who teach business subjects by television, so that we can all profit by their experience.

television programs. The demonstration method was also used quite extensively.

- Most of the business teachers did not use a studio class. Those who did found that the studio class' most effective use was for pace-setting and providing a variety of camera shots. They feel that both of these factors contributed to more positive viewer reaction.
- Business teachers were selected for television instruction in a number of different ways. Most of the teachers who participated in our survey were chosen because of their successful classroom teaching experience. Many teachers volunteered to teach by TV because of their interest in the medium. One teacher says, "My entrance into television came more as a challenge than a desire."
- Slightly more than one-half of the business teachers say that they spent time at the TV studio rehearsing

for each presentation. The time spent in rehearsal at the studio ranged from fifteen minutes to four hours.

- Most of the business teachers say that they had some method of "feedback"—that is, testing of their TV students. In courses that were given for credit, testing proved to be the most widely practiced method of checking the effectiveness of their teaching.
- Few business teachers who have taught by TV have as yet published the results of, and their reactions to, their experience. Further, most of the teachers did not prepare any special material for their programs.
- More than half of the business teachers who have taught by TV are definitely planning on doing so again. Only one teacher says that he definitely will not teach by television again. The great majority of the teachers in this study feel that teaching by TV is worth while and an excellent experience.

TWO-WAY STREET

(Continued from page 11)

ious difficulties that might arise in his classes (in connection with penmanship, shorthand reading, new outline construction, etc.) and to conduct his classes so that he prevents these difficulties from occurring or minimizes their effect if they do arise. At the same time, if this method is to mean anything, the teacher must take the class into his confidence and tell the students what he is doing and why. There should be no secrets in the classroom. One of my most vivid memories of my own high school days, now some twenty-five years in the past, is a brief explanation of learning plateaus and their significance by my shorthand teacher. Meaningful learning depends, in part, on meaningful teaching; these, in turn, depend on two-way communication between teachers and students.

Teachers know that many difficulties of students that occur at a specific stage of skill development often automatically and naturally disappear as students progress from day to day and from week to week, consolidate old learnings, eliminate waste motions and hesitations, develop muscular co-ordination, gain new insights, and leave plateaus behind. Thus, in still another instance, remedial work that is meaningful from the student's point of view is not necessarily effective from the teacher's point of view. It may, indeed, be positively harmful to allow a beginning student who feels his penmanship is poor to practice intensively the niceties of shorthand penmanship (size of stroke, depth of curve, fluency of joinings) before he has developed sufficient muscle co-ordination. Too much preoccupation with infrequently used words will do little good and will waste time that can be used more profitably on brief forms and common phrases. And the doldrums of plateaus may often be avoided, not by practice that the learner considers necessary, but by a reorganization of methods, objectives, and motivation by the teacher.

This means that every lesson in both elementary and advanced shorthand should be part of a long-range plan to build speed, to develop the power to initiate outlines, to automatize the most frequently used words and phrases, to develop the ability to read back shorthand notes

fluently and accurately, and to transcribe quickly and accurately on the typewriter, using acceptable techniques. Within this context, shorthand learning should be teacher-imposed and teacher-directed. However, students can still exercise individual judgment and initiative to achieve meaningful learning in accordance with their individual abilities and needs. It is simply a matter of the teacher asserting his prerogative of setting the limits within and by means of which students may exercise this individual judgment and initiative.

Simon A. Duchan has expressed the opinion (in *UBEA Forum*, December, 1954, pp. 25-28) that, "If the teacher selects the difficult outlines, places them on the board, and then has the class practice them, he is taking unto himself the burden of learning. On the other hand, if the teacher lets the class practice those outlines with which they had difficulty, the responsibility for learning is placed where it rightfully belongs, squarely on the shoulders of the pupil."

This opinion completely overlooks the fact that, if a teacher is to *teach* and not *test*, he must, as a matter of routine, preview specially selected outlines *before* dictating new material. This procedure places the responsibility for outline selection squarely on the shoulders of the teacher. After the first dictation, he should, of course, add outlines to his list on the board as students request them; but they should merely be supplements to his own main list.

Students Are Too Fallible

Even when the teacher does not preview new dictation but provides outline practice after the dictation, it is not a good idea to allow students to be the sole and final judges of what to practice. For one thing, most students do not remember all the outlines they had trouble with (especially outlines occurring at the beginning of long takes), or else they do not know whether the outlines that they have written are right or wrong. Besides, a great many students don't like to ask the teacher for blackboard outlines because they consider such requests as tacit admissions of ignorance that, if repeated frequently, will hurt their standing with the teacher. And then there are the apathetic and/or antagonistic students who just do not care one way or the other and will do nothing beyond

the bare minimum required of them.

It is not, of course, feasible to provide classes with complete copies of all dictated materials to enable students to check notes; and it is inadvisable to allow sufficient time to read back all dictated matter in an effort to discover troublesome words. Therefore, the teacher must take the initiative by writing his own specially selected outlines on the board, taking care to add any outlines requested by the class.

It must also be noted that some shorthand teachers are attempting to de-emphasize the whole concept of the "incorrect" outline in advanced shorthand classes, because they feel that any outline that a student writes unhesitatingly and reads back fluently is a correct outline, even though it may disagree with the dictionary. Having that student practice on the "correct" outline may set up a mental block and induce a hesitation that formerly did not exist.

How, then, does the teacher provide for individual difficulties, for meaningful learning, for student involvement? One simple method used in connection with speed building includes these four steps:

1. The teacher makes the initial selection of outlines to be practiced by all students during the preview.
2. The whole class practices these outlines in unison as directed by the teacher.
3. Students are then allowed a short period of time to practice individually any of the outlines on the board that they feel they do not know well enough.

4. After the first take and each subsequent take, students are urged to request additional outlines and to practice individually troublesome words and phrases. Time must be provided for this, of course.

In this way, teacher selection and student initiative proceed hand in hand. The teacher accomplishes his purpose by selecting and providing practice on those outlines that he feels all his students should know, and the students are allowed to exercise individual initiative by practicing outlines that especially bother them.

Homework may also be made more meaningful within the limits set by the teacher. One method is to assign a number of letters that all students must copy once or twice in the left-hand column of the note paper. This takes care of the basic learning re-

quirement and guarantees for the teacher that the class will have the same minimum preparation the next day. In the right-hand column, students practice any outlines in the letters that they feel they do not know well enough. Because the choice is theirs, individual needs are provided for.

One of the best methods for promoting meaningful learning is to ask students to list their weaknesses and needs. After tallying and tabulating the results, the teacher can plan his lessons accordingly, with special emphasis on those phases of the work that seem to be most desired and legitimate. For instance, the majority of an advanced class that I once taught listed these items as needing special attention: brief forms, unpreviewed dictation, dictation for longer periods of time, and more difficult dictation. The tabulation of responses was discussed with the class, and thereafter each pertinent class activity was prefaced by a brief statement of aim (e.g., that the following letters were based almost exclusively on brief forms, or that the next take would be for five minutes). In addition, I explained why excessive unpreviewed dictation and extended dictation were psychologically unsound practices; but I did accede to the wishes of the class more frequently than I had before.

Tape recorders and a good, extensive library of recordings may also be useful. Students can then stay after school and select the tapes that will best help them eliminate their individual weaknesses or aid them in attaining additional skill.

Tests, properly used, are most important in making learning meaningful. Here is a highly motivated situation that should be utilized to the utmost. All errors and weaknesses on tests should be tabulated carefully, discussed with the class, and incorporated systematically in future lesson plans. In transcription, test papers should be discussed individually with all students. Short follow-up tests on one or two weaknesses can then be given periodically.

To sum up: The principal catalyst for meaningful learning is an atmosphere of mutual confidence in which students feel free to admit weaknesses without fear of penalty and in which teachers explain clearly the purpose of every class activity. Two-way communication is essential.

NEW-MATTER

DICTATION

with previews

CHARLES M. HICKS, OHIO STATE UNIVERSITY, COLUMBUS, OHIO

EDITOR'S NOTE: This exchange of letters is the ninth in a series based on common office problems. The letters are marked off in groups of 20 standard words and may be dictated at any desired speed.

Situation 9. JOB INTEREST

Letter 1

Inside address

Mr. Lewis Forester
HR Association
2 Broad Building
Your City

Signature

Mildred Hale

Letter 2

Inside address

Miss Mildred Hale
B. & C. Corporation
51 East Twelfth Street
Your City

Signature

Lewis Forester

(1)

Dear Mr. Forester: I'm sure you have had some experience with group discussions. I have a short question for¹ you: How can you interest people in their work so that they will want to do a better job? Sincerely,

(2)

Dear Miss² Hale: You might be interested in the variety of these answers on the question of increasing job³ interest. They came from a brainstorming session with a group of secretaries.

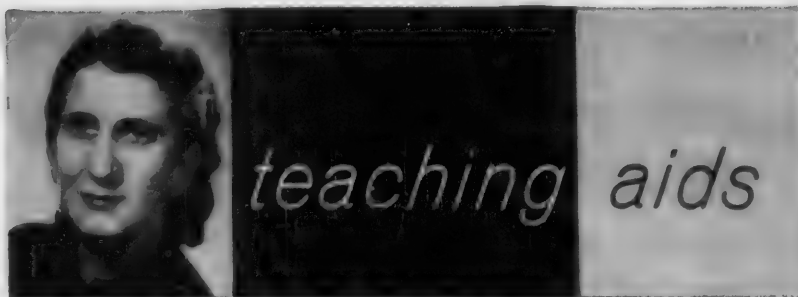
1. Pay higher wages.
2. Let each⁴ employee try to set a good example for others.
3. Give promotions from within the company.
4. Send⁵ employees to secretarial institutes.
5. Use a merit system.
6. Use a merit system rather⁶ than seniority.
7. Make examples of the worst offenders by firing or denoting them.
8. Decrease⁷ salaries.
9. Be careful not to set beginning salaries too far above the salaries of present⁸ employees.
10. Hire only Phi Beta Kappas.
11. Hire only from political and/or religious⁹ groups.
12. Keep personal feelings out of the job.
13. Take an interest in everyone.
14. Insist that¹⁰ each new employee read *How To Win Friends and Influence People*.
15. Guarantee wages regardless of whether¹¹ or not one works.
16. Give a course in human relations.
17. Have a four-day work week.
18. Why¹² not just three days?
19. Hold more office parties.
20. Hire more single men.
21. Have a longer coffee¹³ break.
22. Don't make anybody do anything he doesn't want to.
23. Furnish company cars¹⁴ for everyone.
24. Let secretaries in on some company travel.
25. Don't hire anyone¹⁵ under thirty.

You probably noticed how one idea suggested another. Perhaps some of the ideas¹⁶ are foolish, but each has some kind of basis. No doubt the most pertinent ones are those that help the employee¹⁷ to like his job and want to do better at it. Sincerely, (351)

Preview Outlines

(1) I'm sure, to do, better. (2) You might be, variety, brainstorming, institutes, political, whether or not.

(1) I'm sure, to do, better. (2) You might be, variety, brainstorming, institutes, political, whether or not.



JANE F. WHITE, EAST CAROLINA COLLEGE, GREENVILLE, NORTH CAROLINA

Basic workbook. Mr. Peter Yacyk, Ridley Township High School, Eolsom, Pennsylvania, has prepared a guide and workbook for "Basic Business Organizations and Stocks and Bonds." It is intended for senior high school teachers of social studies, mathematics, or business subjects. Related readings for high school texts in economics and business are listed, as well as free pamphlets issued in this field. Four units are covered: activities, flannel-board suggestions, films and filmstrips, and references. Cartoons help to illustrate the book. This is an excellent guide, certainly worth \$1.25 a copy.

Money management. Two publications that have been recently revised by the Household Finance Corporation are "Your Home Furnishings Dollar" and "Consumer Credit Cost Calculator." These booklets have been used by teachers, homemakers, libraries, and business and industrial groups of all kinds. If you are not familiar with the HFC program, write to Leone Ann Heuer, Director, Money Management Institute of Household Finance Corporation, Prudential Plaza, Chicago 1, Illinois. Ask for the free 1957-1958 guide, which gives detailed descriptions of the booklets and filmstrips that are available.

Handwriting booklet. "Safety in Numbers" is the third in a series of booklets published by the Handwriting Foundation, 1426 G Street, N. W., Washington 5, D. C. The booklet points out that fuzzy figures, carelessly and illegibly written, cost industry many thousands of dollars a year, in addition to causing misunderstanding and inconvenience at home. Examples of business operations that depend on handwritten numbers are given, as well as a check list of 13 separate uses to which handwritten numbers are put. The Foundation has also published "The Second R," "The Story of Writing," "The Home Secretariat," "Handwriting Training Manual (Teacher's Guide)," and filmstrip posters.

Organizing businesses. The importance of business in American life is presented in an excellent booklet from the American Institute of Cooperation, 744 Jackson Place, N. W., Washington 6, D. C. The booklet describes the various types of business organizations, tells how they operate, and shows the contributions that they make to the welfare of the American public. The ideas are presented graphically and are explained in a direct narrative style. I have used the booklet most effectively in an Introduction to Business course in the unit on Business Organization. It should be of special use in creating ideas for your flannel board. Send 25 cents to the American Institute of Cooperation for a copy of "How We Organize to do Business in America."

Budget materials. Two useful booklets on budgeting have just come to my attention. They are "Budgets Are What You Make of Them" and "Budget Ideas for Youth." Both are most useful for a general-business unit on budgeting. They are available to educational and civic agencies at the cost price of 8 cents per copy. Order from the National Thrift Committee, 121 West Wacker Drive, Chicago 1, Illinois.

Gummed letters. For all types of gummed products—stars, lettersets, labels, and numbers—ask your local stationery store for Dennison products, or write directly to Dennison Manufacturing Company, Framingham, Massachusetts. Lettersets containing two full sheets of letters are 15 cents each. The stars and lettersets come in gold, silver, red, blue, and green. Dennison will be glad to send you a brochure describing all these products.

WHY DON'T THEY

(Continued from page 12)

our students at the expense of the most basic courses. We should require serious work from our students. The modern high school is more than a bus terminal or the auxiliary of an athletic team. Teachers should not be subjected to too much regimentation or undue interruption. Many students receive no formal education after high school; so these four years constitute a necessary background for their future success.

Preparation for teaching a subject rests on mastery of it. You cannot teach much of something you do not know well. You must know it in relation to its purpose. You must want other people to know it. Such enthusiasm will not allow you time to make pedagogical blunders. You will enjoy teaching. Faith begets faith. Students will have faith in you, and you will give them faith in their own abilities.

During the past few decades, we have seen concerted efforts to improve the professional quality of teachers. Too much of this emphasis, however, has been placed on requirements for teacher certification. Today, we seem to be selling mass education at the expense of serious study. We have the trimmings, but we are forgetting the important main dish.

Standardized education courses (most often teacher-certification requirements) are only one of the methods contrived to substitute for real teaching. Ours is becoming an era of wasteful innovations. Workshops, clinics, round tables, in-service organizations, and lobbying committees consume the time and energy of would-be fine teachers, who are driven from meeting to meeting, from convention to convention, where crass publicity stunts, side shows of noise and audacity, and other such activities are blatant enough to give anyone an aversion to teaching. On assuming the presidency of Princeton University a few decades ago, Woodrow Wilson reminded his students that, on going to a circus, they spent only a fraction of their time in the side shows and the major part under the big top. He urged them to spend less time in such side shows as fraternities, eating clubs, and other appendages of the University and, instead, to enter the main tent of academic seriousness. (Continued on next page)

Real educators are leaders. They are remembered because they influence others. They have things they want to do and knowledge they want to impart. They have faith in their ability. Ritual and rubric do not surround their methods. They are armored with knowledge, faith, and wisdom; they carry a lance of inspiration.

A typical high school today offers courses in typewriting, stenography, office machines, bookkeeping, filing, business arithmetic, business law, general business, economics, and allied subjects. Typing is taken by many outside the business-education department. Shorthand has become a potent influence in the public schools. Now, office machines, performing so many new tasks, are taking a position alongside these two basic subjects. Our publishing houses, moreover, are rendering inestimable services in all subjects, providing excellent textbooks, helpful materials, and informed representatives who visit schools and assist teachers. Business training is becoming part of the American culture.

In this great country, business education is certainly a necessity. We business teachers must present our case with zeal. The students who will flock into business classes for years to come offer us a challenge. We will meet the demands of this increased enrollment only if we both train and inspire our students to teach.

The best way to do this is for each teacher to know and to love what he is teaching. He should tactfully demand the best working conditions. He should promote a department and those courses that are respected by both the school and the community. He should make his students aware of what constitutes a good department and a good teacher. He must run a constant recruiting campaign, lest his successors be borderline prospects recruited from other fields on the basis of having studied a year of typewriting or a semester of bookkeeping.

This recruiting torch should glow with knowledge, zeal, and perseverance. A department head does not encourage either his teachers or his students by pandering to the inconsistent policies of his administrators. If he lets his dedicated teachers truly dedicate themselves to teaching, then the lucrative offers of industry will pass unheeded.



HELEN H. GREEN MICHIGAN STATE UNIVERSITY, EAST LANSING

Keeping up with education is a full-time job. Do the rest of you have as much trouble keeping up as I do? I don't mean our particular field, but education in general.

Take today, for example. Just an ordinary Monday. I made it through my classes okay, but four o'clock found me in a curriculum committee session where "motivational research," "action models," and "econometrics" were being bandied about. Now, I've had brushes with "motivational research," and "action model" rings a faint bell in my mental belfry; but "econometrics" hit me cold. I didn't feel much better when somebody said: "The economics courses that most of us had back in the thirties and forties just aren't adequate for today's doctoral student. Look at these articles in the latest *Journal of Economics*. You couldn't possibly read them intelligently without knowing econometrics. See this diagram? That's the geometry of it."

I see, but *Je ne le comprends pas*. (That *Je ne le comprends pas*, incidentally, is the only remnant left from hours spent working off a language requirement for a doctoral degree. The fact that such time might be better spent on econometrics, say, is an implication that a curriculum committee might well consider when studying revision of doctoral programs.)

Tonight I was struck by the amazing number of educational items in an ordinary run-of-the-mill Monday newspaper. Let's run through it. Here's a report on a speech given before the American Orthopsychiatry Association, concerning psychological help for grade school children—an account of what can and does result when a full-time psychologist or a psychiatrist is attached as a staff member to an elementary school in a congested area. . . . "It costs much less to deal wisely with the frightened obstreperousness of a six-year-old than it does to control the misbehavior of a delinquent teenager." I'd say it bears thinking about.

Turn the page. "Exceptional Students to Get Extra Classes: Detroit, March 10—Classes began today for 1,500 exceptional students in a program to give special training for gifted pupils. Special instructions will be held after school four days each week in 50 Detroit public schools." Now there's a switch from the old policy of keeping the slow Johnnys after school to finish their work, or the delinquent Jimmys to receive their punishment. Staying after school a privilege!

Anything else new? Flip the page. "Army to Foot Bill for GI Education: The Army will soon offer to put soldiers through college if they agree to stay in service for twelve years." Twelve years? Full costs defrayed by the Government? You can't dismiss either side of that one lightly. Another educational implication: "Engineering Grad Requests Decline at Universities: Michigan's three major universities disagree on the effect the recession is having on recruiting of college graduates by industry, but all agree there has been a change in the attitude of the students. . . . They're thinking about what value they can be to the company instead of what the company can do for them." Next, enter Sputnik's influence. "Science Plan Voted: Michigan Veterans of Foreign Wars today announced a new science scholarship program in which every local post will be asked to participate."

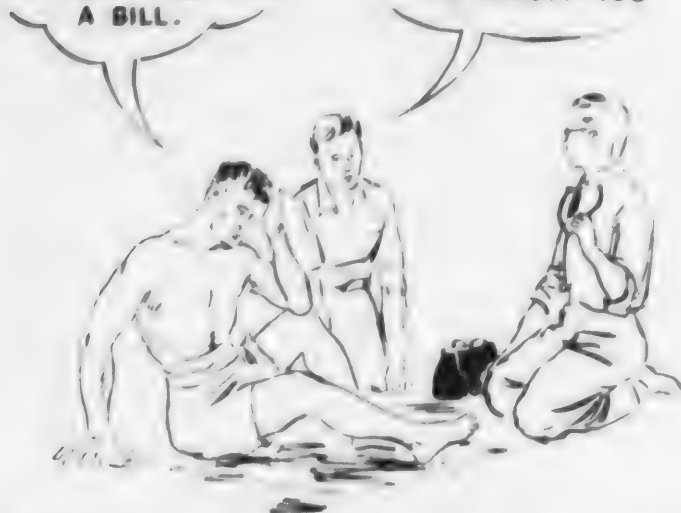
And there are at least a dozen other items: "Stockbridge PTA Elects Officers," "Catholic School Construction Started," "Teachers Protest Pay Schedule," etc. Even one cartoon (*Carnival*, by Dick Turner) shows a three-way conference of teacher—arms akimbo—father, and Jimmy: "Of course, Jimmy's grades can be improved, Mr. Higgins. You could attend night school." Wait up, Mr. Higgins. Maybe I'll go along and keep up to date on econometrics myself. Night school, summer school, anyone?

POSTER-PLAYLET

PATIENT'S DILEMMA

I DIDN'T ASK YOU
TO HELP ME, DOCTOR,
SO DON'T SEND ME
A BILL.

I CALLED FOR YOU, DOC,
BECAUSE I THOUGHT
HE NEEDED YOU



IS THERE A CONTRACT TO PAY THE DOCTOR?

ANNOUNCER: This is a dispute between two people and a doctor; it concerns payment for the doctor's services. The patient (student's name) fainted and fell into a swimming pool. (Student's name), a bystander, pulled him out and called the doctor, (student's name). Let's be quiet now and listen to what's going on.

DOCTOR: Well, that was a narrow escape you had. You seem much better now. How do you feel?

PATIENT: (*Limp in chair*) I'm fine. Thank you.

DOCTOR: Well, you'd better let me check you over tomorrow. In the meantime, here is a bill for my services.

PATIENT: (*Looking at bill*) I don't owe you anything. I didn't call you or ask you to treat me. I have my own neighborhood doctor who would have come and taken care of me. I won't pay you because I didn't call you.

DOCTOR: If you didn't ask for me, who did?

BYSTANDER: I did. I called you because this fellow had fainted and fallen into the pool; but you didn't treat me, so why should I pay you?

DOCTOR: Well, someone has to pay.

ANNOUNCER: Who, if anyone, must pay the doctor? And why?

DECISION: The patient must pay the fee because he is a party to the contract. He received the benefit of the doctor's services and is bound to pay the doctor the reasonable value of those services.

TEACHING ABROAD

(Continued from page 25)

In carrying out its responsibilities, the Department of State, through its International Educational Exchange Service, has consolidated effectively the educational exchange programs authorized by the Smith-Mundt, Fulbright, and other similar acts of Congress. It has also made much progress in the co-ordination of these activities with similar activities undertaken by the International Co-operation Administration under the technical co-operation program. Much could be written about the important activities and the available opportunities under the I.C.A., but the scope of this article is confined to discussion of the Fulbright program. Those who are interested in the opportunities provided by I.C.A. should write to James Hopkins Smith, Jr., Director of the International Co-operation Administration, Washington, D. C.

Finally, the UNESCO publication *Study Abroad* lists programs sponsored by the United Nations and its specialized agencies, together providing awards for more than fifty thousand persons annually.

In Retrospect

Important as political and economic organizations are in developing peaceful relations among governments, they can be successful only to the extent that they are based on mutual understanding of different modes of life and culture. This is particularly true among the free nations, where public opinion exerts great influence in the formulation of foreign policies. The educational exchange program has already made rapid strides toward the development of such understanding. It has produced a chain reaction that may eventually work more powerfully for peace than nuclear weapons. Misconceptions and enmities are being torn down, and new understandings and friendships are rising in their place.

It was H. G. Wells who once said: "Civilization is a race between education and catastrophe." The exchange program is helping us to win that race. Through face-to-face contacts with people from other lands, this venture is building a type of understanding that may be a mightier weapon for peace than either the pen or the sword.

(Continued from page 15)

When we had improved our ability to think *while* we wrote shorthand, we learned how to think *before* we wrote—that is, we practiced listening for ideas and noting them:

- Our library furnished a few recordings of speeches and literature.

- Each student prepared a 3- to 5-minute talk. These were given one-a-day at the beginning of the period, while students took notes. Two students were assigned to prepare short typed summaries, which were read aloud the next day by the writers and briefly evaluated by the rest of us.

- I occasionally read, in "speech" style, short articles and excerpts from secretarial magazines and books; or, I talked extemporaneously on a class-related topic.

- Finally, students were encouraged to try their new skill in other classes, in meetings, and while listening to TV and radio.

They're not experts yet. But, as one girl remarked, "We do a lot better at this than we used to, don't we?"

The extra activities are closely tied in with regular class routines; we don't divert much time for our "listenership" devices. And the emphasis on good listening and practical note-taking has given the students new pride in their shorthand skill.

A test of listening efficiency may soon be part of standard pre-employment routine. Employers expect to give instructions *once* on the job. They'll expect our graduates to be able to listen attentively, write down long and complex instructions accurately, and ask intelligent questions at the right time. As business teachers, we can do more than hope that the restless, lazy ears of our students will magically improve when they enter the world of work. We can:

- Read up on the subject of listening, looking for practical suggestions that we can adapt for classwork. A good book to begin with is *Are You Listening?* by Nichols and Stevens; and its bibliography leads to other material.

- Make a policy of not repeating instructions and announcements. If absolutely necessary (and feel free to weaken!) we can call on a student to repeat what was said.

- Set examples of good listening for our students when they talk to us. Good listening is contagious!



SHORTHAND CORNER

LYDIA SUTTON HIGH SCHOOL OF COMMERCE, DETROIT

What can I do to get mailable letters?

This question always arises when typewritten transcription begins. Very few of the difficulties stem from shorthand, however. Most students have had several semesters of work in the areas considered basic to shorthand success. Why, then, do we have so much trouble with mailable copy? It seems to be the process of blending all these subjects into one finished product that causes the trouble.

At our school, typewritten transcription starts during the third year of typing. The student already has a knowledge of letter setup and machine adjustment; and he has the ability to type accurately—though he may not use it. Even so, typing itself is one of the stumbling blocks in the way of mailable letters. We can do a few things to help.

An untidy paper should not be accepted. Provide an Artgum eraser to clean up finger marks. Commend good erasing habits. Show how a light covering of chalk will whiten a dark spot. (One of my co-ops told me that aspirin will do the trick, too—what we don't teach them in school, they learn on the job!) Demonstrate properly protected carbon erasures (the protective device in front of the carbon, so that hands and paper stay clean). A poorly arranged letter makes a bad impression. Accept only the well-arranged one. Dictate letters of varying lengths to give practice in different letter placement. Ask the class, "Short, medium, or long?" No discussion is necessary. Just a one-word answer in unison.

Uncorrected typing errors and careless proofreading make many letters unavailable. Why doesn't everyone proofread? It takes time. Why aren't errors corrected? It takes time. When transcription rate becomes important, students think faster stroking is the answer. But faster stroking frequently means more errors.

Misspelled words are not always due to carelessness. Many children come from homes where vocabularies are limited. If the words studied in school cannot be used at home, retention is limited. Be patient when dictating for letter transcription. Give help with unusual expressions—the idioms of business. The transcriber may think that to ask questions would be to admit ignorance, so he hesitates, failing to realize that misunderstanding leads to error. Using the dictionary requires time, and the loss of time lowers the transcription rate, so it is better, the student thinks, to guess at spelling than to lose time. The teacher need only say, "Better check the spelling of ———," to develop a consciousness of spelling.

Punctuation can cause arguments among even teachers. How can a high school senior be expected to know the complexities that we learned only in college? Let me suggest this: In at least one letter a day, hesitate in your dictation long enough for your students to call out "Comma," "Semi," "Question," or whatever the necessary mark should be. It takes little time and makes everyone aware of punctuation. When they ask, "Should there be a mark here?" half the battle is won.

These are only the most evident problems of mailable letters. Techniques can be developed to handle any of them, but the teacher should always understand these techniques. To improve spelling, use shorter letters with complex vocabularies, dictated at lower rates. To improve punctuation, use simple vocabulary but complex sentences. To gain a higher transcription rate, use familiar vocabulary and simple sentences. To build accuracy, forego a high transcription rate and encourage proofreading, careful corrections, and the use of the dictionary. Do we spend too much time on shorthand? An uncorrected error or a poor transcript is no crime. Remember, while "pure" shorthand may be fascinating, it cannot be sold unless it can turn out mailable copy.

WANTED

Secretary to genius— salary high

RAYMOND DREYFACK

Synopsis

The day of the important conference for the Seaboard Foundation is drawing impressively near. Tension, ever present, mounts anew as Mr. Dawson races against time to prepare his complicated reports—Nancy, in the midst of the extra work load, still hopes to prove herself and be appointed as Mr. Dawson's permanent secretary. Murph, with characteristic insight, confides to Nancy, "The girl chosen to take notes at the conference will be 'The One.'"

Charlotte Hintner, although a skillful worker, is unable to withstand the extra tension. She resigns and returns to her former position with the Company. Now the choice lies between Nancy and Marsha, who has plotted in every conceivable way to undermine Nancy's success. The latest trick—Marsha, faking Nancy's voice, takes an important telephone call for Mr. Dawson. She gives the message neither to Nancy nor to the boss. Result—Eastern Tech's president and Seaboard Oil's president will arrive for an important last-minute conference—unannounced to Mr. Dawson.

But Marsha is not satisfied. The decision has not been made known. There's still time for continued scheming!

Part V

CARTER, I THINK I ALREADY KNOW the answer, but I'd like to hear it from you."

Seated opposite Nancy in¹ the employees' cafeteria, Murph kept her tone low and serious. Eastern Tech's president had gone into² Mr. Dawson's office together with Mr. Kennilworth, Seaboard Oil's president. They had had their meeting and³ now were gone.

"Answer to what?" Nancy asked, puzzled.

"Why didn't you give Helen Rigoloso's message to Mr.⁴ Dawson?"

Nancy frowned, "I don't know what you're talking about."

"Good," Murph said. "That's what I expected you to say." She smiled⁵ mysteriously. Nothing Nancy could do or say would get another word out of her.

When Nancy returned to⁶ her desk, she was too busy to think about Murph's peculiar behavior. The conference was tomorrow at ten.⁷ All assignments were completed; reports and necessary statistics were ready. Nancy, however, still had⁸ a lot of work to do.

"Why the eager-beaver haste?" Murph asked her.

"I'm summarizing the highlights of Mr. Dawson's⁹ notes in shorthand so that he'll have a quick reference guide tomorrow." It was commonly known that Mr. Dawson¹⁰ was proficient in Gregg and used it extensively in his work.

"Wonderful idea, Carter. He'll love that."¹¹

Meanwhile, Marsha Van Fleet was busy at her desk. An hour later, when Mr. Dawson stepped from his office, Marsha¹² approached him demurely.

"Here's something I thought might be helpful," she said to him. "I've summarized the highlights of your¹³ presentation in shorthand."

"Thank you, Miss Van Fleet." He accepted the notes and examined them approvingly.¹⁴ "Extremely well done. Yes, indeed, they will be most useful."

Next morning, Nancy couldn't help but notice that Marsha's notes¹⁵ were at the very top of the papers that Mr. Dawson was taking with him to the conference.

"Miss Van Fleet—"¹⁶ Marsha, brightly expectant, looked up as Mr.

Dawson addressed her. She was never more attractive, never more¹⁷ in her glory. "—I have an important job for you. From time to time, I'll be calling from the conference room for¹⁸ reference material. I'd like you to handle that end."

"Of course." Marsha apparently didn't know whether¹⁹ to be pleased or disappointed with the assignment.

"And you, Miss—"

"Carter," Nancy prompted in a small voice.

"Yes. I'd²⁰ like you to take notes at the meeting. Verbatim, please."

"Yes, sir." The way Mr. Dawson said it made her job sound²¹ secondary to Marsha's.

Across the hall, through the open door, Nancy could see the top officials filing into²² the conference room. Finally, Mr. Dawson joined them, soon to be followed by Mr. Kennilworth, Seaboard's²³ president. At a signal from Murph, Nancy took her pen and pad and walked across to the room. The long-awaited conference²⁴ was under way!

The contract clause, as Mr. Dawson had anticipated, was one of the major sources²⁵ of controversy. Under his plan, young people who were awarded educational grants by the Foundation²⁶ would not be legally bound to enter the employ of Seaboard Oil after their schooling was completed. This thinking,²⁷ from the viewpoint of the more conservative directors, was sheer lunacy.

"I wouldn't want anyone working²⁸ for Seaboard against his will," Mr. Dawson was emphasizing.

"Excuse me, sir." Nancy's voice was apologetic.²⁹

Mr. Dawson flushed momentarily. "What is it, Miss Carter?" The silence in the room was heavy.

Nancy³⁰ tried to make her voice level. "It's my steno pad. I thought I'd taken a blank, but this is filled with writing after³¹ the third page. I'll have to get another. I'm terribly sorry."

As she rose and left the room, she heard someone³² quip, "Shrewd maneuver, Emmett, rigging this conference so that your secretary can give you time to gather your³³ thoughts . . ." The voice trailed from the room behind Nancy.

Marsha glanced up innocently as Nancy searched her desk for a new³⁴ pad.

"What's the matter, darling? Conference over already?" Marsha asked coyly.

Nancy found a new pad and³⁵ examined it carefully. She pretended that Marsha did not exist. Only one thing mattered now: Mr. Dawson³⁶ and his ideas about the Foundation.

Re-entering the conference room, Nancy resumed her place. Gradually,³⁷ with the passage of time, tensions mounted again. Finally, it seemed to Nancy that issues were being³⁸ forgotten. Personalities were dominating the discussion.

"Dawson, you're crazy," a director was shouting.³⁹ "You're trying to revolutionize human nature overnight."

"And you're buried in the same conservatism⁴⁰ your grandfather cherished," Mr. Dawson retorted, unmindful of the other's reddening face. "If we're to depart⁴¹ from primitive methods, we must make a clean break—"

"Did someone say 'break'? I think that's what we all need just now. I'll⁴² get the coffee."

Nancy's words were spoken instinctively—out of desperation to save a sinking ship. Instantly,⁴³ the tensions lessened. A spontaneous sigh of relief could be heard, followed by laughter and good-natured joking.⁴⁴

"Enmett, this girl of yours is a gem," Mr. Kennilworth said. "She has more sense than a lot of us."

After that,⁴⁵ the meeting assumed a more even footing. Nancy's inspiration seemed to build up Mr. Dawson's resources.⁴⁶ He was more brilliant and forceful than Nancy had ever seen him. The members of the board were gradually⁴⁷ convinced that his plan could succeed.

Back in the privacy of his own office, Mr. Dawson beamed down on Nancy⁴⁸ happily. "Young lady, now that the job is yours beyond recall, we can let you in on a little secret. Murph, why⁴⁹ don't you tell her?"

"With pleasure," Murph said. "The first secret is that Marsha was out of the running almost from the start.⁵⁰ Mr. Dawson saw through her at once. After that, the 'contest' was between Charlotte and yourself. She wasn't equipped⁵¹ to handle the responsibilities, so that left only you. Mr. Dawson, however, had to be sure. Your⁵² actions today removed any doubt from his mind. Congratulations, Carter!"

Mr. Dawson's eyes twinkled. "You see,⁵³ no one knows better than I how difficult I can be when I get carried away by the job. During the past⁵⁴ few weeks I intentionally made myself as obnoxious as possible. If you could stand *that*, you would be able⁵⁵ to stand anything. I hope I

can make up in the future for the hard time I've given you."

"You've made it up⁵⁶ already," Nancy said earnestly. Then she asked, "What about Marsha Van Fleet?"

Mr. Dawson drummed his fingers on⁵⁷ the desk. "I've recommended that she take psychiatric treatment. I'm afraid the suggestion didn't sit well with⁵⁸ her." He frowned. "Brother, when Murph got her to admit that she had held back that message from Mr. Kennilworth, I thought⁵⁹ I'd—"

The phone rang and Murph picked it up. "Mr. Kennilworth would like to know if you'll join him for lunch."

"No, thanks," Mr.⁶⁰ Dawson said. "I have a previous engagement." Rising from the desk, he took Nancy and Murph by the arm. "I know⁶¹ a spot where they serve the most delicious food you ever ate. Let's go, Murph. Come on, Miss—"

"Carter," Nancy supplied, laughing.⁶²

Murph simply winked (1243)

(*This concludes the story.*)

TIME

ROBERTA G. PAVLU

SANDRA HAD ONLY FIFTEEN MINUTES to think of a way to open the safe. Mr. Wilson's train was leaving at¹ 7:30, and he *had* to have that price quotation. How could she have done such a stupid thing, Sandra wondered² as she stared at the small safe.

Mr. Wilson had told her to type two carbons of the report and then rush it to³ him at the station. Sandra had quickly typed the report. After that, she had gone to lock the safe where confidential⁴ reports were kept. She must have automatically placed the report into the safe, as she had been doing⁵ with the other papers all this week.

Sandra remembered going to her desk to pick up the report. It had been⁶ gone! She had locked it in the safe, which was equipped with a time lock that wouldn't open until the next morning. If⁷ Mr. Wilson didn't have that report, he'd lose a fifty-thousand-dollar deal. What was she to do? Sandra stared⁸ at the black monster that held, literally, her job. Nothing but the time lock would open it.

Sandra looked through her⁹ desk again. The report was definitely nowhere in sight. She was frantic. She

couldn't even retype it—¹⁰ everything was in that safe. Oh, that horrible safe. How Sandra wished she were a professional burglar. But even¹¹ that wouldn't work—that monster was burglar-proof!

Only five minutes left to open the safe; only five minutes¹² to get to the station. Sandra knew of only one thing to do—go to the station and tell Mr. Wilson. She¹³ went to switch off the light, her hands shaking.

"Oh, you safe, you!" she cried and, with all her might, slammed her purse angrily at¹⁴ its door.

Sandra stood frozen and watched in amazement.

Slowly and easily, the safe door swung open.

Neither¹⁵ dynamite nor burglars' tools nor any method known to man could open that safe before the time lock.

But then, safe¹⁶ manufacturers should never underestimate the power of a woman's handbag. (335)

OGA MEMBERSHIP TEST

"This One Thing I Do"

Genius, I am told, is nothing more than the power of making a continuous effort. Fix in your mind the¹ thing you are going to do, and then do it with determination.

A successful salesman is a genius who² has the power of continuous effort. Being successful is the genius of diligence, of applying³ oneself to continuous effort by keeping everlastingly at it.

There is no obstacle that cannot⁴ be overcome by the man who puts himself to work with intelligence and diligence. Obstacles are great only⁵ when we lack the gumption to try to overcome them. Unless there is an inherent weakness of purpose on⁶ our part, any obstacle can be and should be accepted as a challenge for getting things done. (137)

JUNIOR OGA TEST

Courtroom Scene

"What's your name?"

"Tommy Jones."

"Where do you work?"

"In a factory."

"What kind of a factory?"

"A brick factory."

"You¹ mean you make bricks?"

"No, the factory is made of bricks."

"What do you do?"

"I work."

"I know, but what do you work at?"

"At² a bench."

"Of course you work at a bench," the lawyer said, thoroughly exasperated, "but what do you make?"

"Oh,³ \$40 a week!" (64)

COOL CAUTION

MARGARET OTTLEY

WHEN THE HOT WEATHER starts—and from what I read in the papers every part of the country, in fact the world, has¹ hot weather at one time or another—many people let caution go to the winds as far as dress is concerned.² I am afraid women are a little more lax in this respect than men, though I have a word or two for the boys³ as well.

I shall take it for granted that you would not wear shorts to the office, except, perhaps, if you were secretary⁴ to the manager of a summer resort,

*Vocabulary limited to Chapters One through Eight of Gregg Shorthand Simplified.

and even at that, I dare say your employer might have something⁵ to say on that score. But there are many types of dress that are just as unsuited to the business office.

I⁶ remember how startled some of us were when on one hot summer's day, one of the younger girls came in with what she⁷ thought was an unrevealing dress. It was a sheath type, dark in color, with a high neck front and back. But her shoulders⁸ were completely bare.

A friend told me of an experience she had with a dress that she thought was ideally⁹ suited to the office. It had bands of lace insertion with alternate bands of a solid material. It¹⁰ was very simple with short sleeves and a high neck topped by a small collar. It wasn't until she noticed that men¹¹ were staring that she realized the lace insertions were causing more glances than she would have received had the dress¹² been of solid material with a scoop neck.

Many young men feel sorry for

themselves when hot weather comes along,¹³ because they hate to wear a jacket. The more comfortable sports attire they were permitted to wear to school¹⁴ seems to them equally well suited to the office during a heat wave. But today, with more suits being made of¹⁵ lightweight material, even the youngest recruit can be well dressed by adding a summer jacket or two to¹⁶ his business wardrobe.

Don't make the mistake some young men make of wearing sheer shirts under a heavier jacket and¹⁷ then removing their coats. And, by all means, avoid flamboyant plaids and shiny sports shirts. Add color and attractiveness¹⁸ through your choice of ties.

Young men and women should always keep in mind that they are constantly watched for promotion¹⁹ possibilities and that along with ability and personality, general appearance counts more than²⁰ they realize. More than one promising novice has been bypassed because, "She doesn't look like a secretary." (400)

CLINIC (continued from page 7)

much effort. Here is the 150-word spelling list I use:

absence	indebted
accept	industrial
accidentally	injunction
accommodation	install
acknowledge	interrupt
acquaintance	investigation
acquisition	judgment
adjustment	justifiable
administrative	legitimate
affirmative	machinery
aggregate	majority
agreement	maneuver
allege	minimum
anticipate	minority
apparatus	necessary
apparently	negative
appropriate	obstacles
architecture	occurrence
arrangement	official
assignment	opponents
associate	pamphlet
available	paragraph
beginning	partially
bookkeeper	patient
bureaus	peculiar
candidate	personnel
characteristic	politician
circular	possession
circumstance	possibility
commissioners	preliminary
committee	premium
competitors	preparation
conference	presidency
confident	privilege
consequence	probably
controversy	proceed
convenient	proprietor

cooperation
cordially
correspondent
creditor
criticism
current
customary
dangerous
decision
defendants
deferred
delegate
develop
difficulty
disappoint
disposal
dissatisfied
earliest
economical
efficiency
elimination
embarrass
entire
especially
exclusively
exhibition
existence
extravagant
facilities
finally
financial
foreign
frequent
haphazard
illustration
immediately
incidentally
increasing

qualified
questionnaire
reasonable
receipt
receiving
recognition
recommendation
reference
referred
reliability
responsible
routine
sanitary
schedule
seize
separate
similar
sincerely
socialism
soliciting
specimen
statistics
strenuous
structure
subsidy
successor
sufficient
superintendent
supersede
suspicious
sympathize
tariff
temporary
testimony
unanimous
undoubtedly
unusually
valuable

MRS. MYLDRED WILSON
Ottumwa High School
Ottumwa, Iowa

LETTERS

To the Editor:

Thank you for publishing my article describing the recent shorthand exhibit, *Opportunities Unlimited: Shorthand—Key to Success*, at George W. Wingate High School ("How Our Students 'Met' Famous People," BEW, April, '58, p. 19).

The original manuscript was considerably longer than the article in published form. Of necessity, the editorial process omitted the exciting search for information and photographs that led to twelve cities in the U. S. and one in England, as well as some interesting quotes pertaining to George Bernard Shaw, Woodrow Wilson, Charles Lee Swem, Herbert Hoover, Fiorello H. LaGuardia, John J. Raskob, and Albert Arnold Bennett (Brown University). Also attached to the manuscript were four pieces of related illustrative material.

I am making available to BEW readers who are interested in reading the complete version a limited number of copies of the original manuscript, at a nominal fee of 35¢ to cover the cost of mailing and handling. BEW readers may address me at George W. Wingate High School, Kingston Avenue and Winthrop Street, Brooklyn 3, N. Y.

SARAH S. AMREICH

Professional Report

NEWS SPOTLIGHT

Two-Thirds of U. S. Colleges Accept Business Subjects

... for entrance, according to recent survey of Office Executives Association. Ninety-five colleges co-operated with the business-education department of the New York City Board of Education. The schools were sent four typical credit records and were asked to accept or reject them. All four records contained 4 basic credit units for English and 3 for social studies; all four also carried 2 units for health education, art, and music. Science, math, and foreign languages each accounted for two or three of the remaining units, while business subjects totaled 1-1/2 or 2 credits.

All four "students" were accepted by 69 per cent of the colleges; less than 13 per cent rejected all four. Student A, with 2 units of science, 2-1/2 of math, 3 of foreign languages, and 1-1/2 of business subjects, was accepted by more than 85 per cent of the liberal arts colleges. Nonacceptance was often due to insufficient math or foreign-language credits. Only two schools turned down the "students" because they lacked science units. Business subjects did not count against an applicant even in engineering courses, where insufficient math was the main cause for rejection. One of the surprising conclusions was that science credits are subservient to credits in math and foreign languages, whether the college is liberal arts or engineering.

Nation's Alumni Asked to Aid Colleges

... in a special report appearing in 150 alumni magazines. The 32-page survey, "American Higher Education, 1958," cites the extraordinary challenges and opportunities now facing American higher education and declares that the 1,500,000 alumni readers have the "understanding and power" to solve these problems.

The report examines the pressures and frustrations with which colleges are now faced. It cites the 3,068,000 students now enrolled in American universities, 45 per cent more than there were six years ago and slated to increase even more in the next decade. The rising costs will often be borne by the colleges themselves. Barnaby C. Keeney, Brown University president, is quoted as saying that next year each Brown student will pay only \$1,250 of the \$2,300 it costs to educate him. "This," Keeney says, "represents a kind of scholarship from the faculty." The survey says only one in eight college teachers will earn more than \$7,500 a year. Salaries are growing and facilities expanding, the report states, but it asks more action by alumni.

PEOPLE

• Milton S. Briggs has been named head of the newly created department of business administration at New Bedford (Massachusetts) Institute of Technology. Since 1955 Mr. Briggs has been assistant superintendent of New Bedford schools, in charge of secondary education. He will leave that post to assume his new duties.

Prior to 1955, Mr. Briggs served for five years as assistant principal and head of the department of business education at New Bedford High School, where he had taught business subjects for sixteen years. He also was principal of New Bedford Evening High School for three years.

Mr. Briggs is the author of a widely used arithmetic text. For seventeen years he was an editorial associate on the staff of BUSINESS EDUCATION WORLD, where he created its bookkeeping awards program.

• M. Roy London, chairman of the secretarial-science department at Colby Junior College for Women, New London, New Hampshire, will retire in June. He has been chairman of



M. ROY LONDON

the department for thirty years, ever since joining the school in 1928 when he was vice-president of Bryant and Stratton College of Chicago.

Mr. London organized the Colby

department's curriculum and was its sole teacher for his first four years there. When a second member was added to the department in 1932, London organized the first junior college curriculum in medical secretarial science. In 1953, the department pioneered a new curriculum in medical record administration to prepare students for administrative positions in hospital record departments. Colby is now the only junior college offering a bachelor of science degree in medical record administration.

London was recently appointed Judge of the Municipal Court for New London and adjacent communities.

• Mrs. Goldie Daily, Union High School, Benwood, West Virginia, died in January. A teacher for two decades, she had taught typewriting at Union High for the past thirteen years.

Mrs. Daily has been succeeded at Union High by Carol Kate.

• Romus W. Massey, former owner of West Tennessee Business College, Jackson, died in January after a long illness. Mr. Massey purchased the west Tennessee school in 1934, when it had an enrollment of 13 students, and in twenty years increased the enrollment to over three hundred students. He operated the school with his first wife, the late Ruth M. Massey, until 1956.

Mr. Massey was a member of NBTA, SBEA, NACBS, the National Association of Accredited Commercial Schools, the Southwestern Private Schools Association, the Southeastern Private Schools Association, the Tennessee Council of Business Schools, and the Tennessee Education Association.

• William J. Hamilton, dean of Peirce School of Business Administration, Philadelphia, received his Ph.D. degree in February from the University of Pennsylvania. An authority on private school administration, he based his thesis on a national study of the state regulation of private schools.

Doctor Hamilton is the coauthor of a simplified do-it-yourself typewriting textbook currently being used in 160 schools for the blind. He is a member of NEA, NOMA, Business Education Research Associates, and the Personnel and Guidance Association.

• LeRoy J. Donaldson has been awarded a Ph.D. degree in Office Management and Business Education by the State University of Iowa. He is an assistant professor in the business-education department at Western Illinois University, Macomb. For his

dissertation, he made an evaluative study of the reimbursable part-time co-operative distributive-education programs in the public secondary schools of Illinois.

Before joining the staff at Macomb, Doctor Donaldson served as head of the business-education department and co-ordinator of distributive education at Galesburg (Illinois) Senior High School. He is a member of Delta Pi Epsilon, Pi Omega Pi, UBEA, NBTA, AVA, the Illinois BEA, and other organizations.

• Noble V. Fritz has been named supervisor of business education for Montgomery County, Maryland. He has been a business teacher in Pennsylvania schools for twenty years and has had broad experience in private industry, in addition to running his own public accounting service. He has taught in high schools at Stoystown, West Lawn, and Punxsutawney, Pennsylvania; he was head of the business department at Punxsutawney. His new office will be at the Board of Education, Rockville, Maryland.

• Sister Miriam Therese, C.S.J., has resigned as chairman of the Puerto Rican unit of the Catholic BEA. She has left the business-education field to become dean of women at the Catholic University of Puerto Rico, Ponce.

• Gertrude Beers died last year at her home in Lincoln, Nebraska. In 1909 she moved to Lincoln and helped to establish the Nebraska School of Business, which later became the Lincoln School of Commerce. She taught shorthand and bookkeeping there before joining the University of Nebraska faculty. At the University she established classes for the preparation of teachers of business skills.

Miss Beers was a coauthor of the widely used text, *Fundamental Drills in Gregg Shorthand*. She had retired from active teaching in 1949.

GROUPS

• Business Education Research Associates (BERA) has elected Milo O. Kirkpatrick its new president. Kirkpatrick, president of King's Business College, Charlotte, North Carolina, was 1957 president of NBTA and is also past president of SBEA, the North Carolina Association of Business Schools, and the Charlotte chapter of NOMA. Recently he was named to the President's Commission for Education Beyond the High School.

BERA is a permanent, nonprofit organization, founded in 1947 to help business schools fulfill their role in business education. Its major activity consists of planned research investigations into business school problems and of making the results available to administrators.

• NABTE named Helen H. Green to its executive board at its annual convention in Chicago during February. Mrs. Green, of Michigan State College, East Lansing, was elected for a two-year term, succeeding Frank M. Herndon, Mississippi State College for Women.

Current officers will continue in the second year of their two-year term. They are: president, John Rowe, University of North Dakota, Grand Forks; vice-president, Milton Olson, Albany (New York) State Teachers College; and secretary, John E. Binnion, University of Denver (Colorado).

• The Louisiana BEA has elected the following officers for 1957-58: president, Mrs. Edith Nugent, Lafayette High School; vice-presidents, Mrs. Eunice Kennedy, Benton High School (northern district), Mrs. Geraldine Shaw, Alexandria (central district), Luther Hodges, Kentwood High School (southeastern district), and Mrs. Melba Johnson, Rayne High School (southwestern district); treasurer, W. L. Perkins, Northeast State College, Monroe; college representative, N. B. Morrison, Northwestern State College, Natchitoches; and publicity director, Mrs. Mamie Onebane, Lafayette High School.

• The Mississippi BEA held its annual spring conference in March at Jackson. Featured speakers were Arthur L. Walkes, State Supervisor of Business Education, Virginia, and Paul S. Lomax, professor emeritus, New York University.

Mrs. Maxie Lee Work, University High School, was elected president.

• The Ohio BTA held its annual convention at Toledo in April. A feature of the program was a television demonstration by T. James Crawford, University of Indiana. A typing lesson presented over a local station on an open circuit was picked up on home sets as well as on television sets at the convention.

The keynote address, "TV and Business Education," was delivered by Asa Knowles, of Toledo University. Other speakers were Frank Liguori, University of Cincinnati; Robert Slaughter, vice-president, McGraw-Hill Book Company, New York; manager, Gregg Publishing Division; Charles Zoubek, Gregg Publishing

Division, and John Penderly. South-Western Publishing Company, Cincinnati.

- The New York City and Vicinity Commercial Education Association will hold its spring convention at the Hotel Statler on May 10. Theme of the meeting will be "Business Education Today," emphasizing teachers' salaries and welfare.

- The Catholic BEA held its thirteenth annual convention on April 8 to 11 at the Benjamin Franklin Hotel, Philadelphia. Featured speaker at the convention luncheon was the Very Reverend Cornelius Brown, superintendent of schools, Belleville, Kansas. The presidential address was given by Brother Remigus, S.C., Catholic High School, Baton Rouge, Louisiana.

On April 10, high school meetings were held in the areas of machine shorthand, machine dictation, secretarial practice, and bookkeeping. At the college level, a meeting on improving the college curriculum for teachers was under the chairmanship of James Meehan, Hunter College, New York.

- The Burlington (New Jersey) chapter of FBIA sponsored the organization's annual state-wide convention on April 29. Over 200 students from New Jersey high schools attended.

A series of contests was held in the fields of typing, arithmetic, shorthand, and office practice. They were administered by Walter A. Brower, of Rider College, Trenton. In the evening, a spelling jamboree was sponsored by the Trenton chapter of NOMA.

- The Southeastern Business College Association met for its annual convention on April 18 and 19 at the Henry Grady Hotel, Atlanta, Georgia. Presiding at the two-day meeting was President Harry G. Green, of Phillips Business College, Lynchburg, Virginia.

- The New York Business Teachers Association will hold its annual spring meeting on May 2 and 3. It will meet at Drunlin's Country Club, Syracuse, New York.

- The Colorado BEA held its spring convention April 26 at Western State College, Gunnison, Colorado. Featured speaker was William R. Pasewark, Texas Technological Institute, Lubbock. Program chairman: Harold Binford, of Western State College. A "Clerical and Office Practice Course of Study," prepared by a com-

mittee headed by Helen Borland, of Colorado University, Boulder, was presented to attending members.

Officers of the Colorado BEA are: president, Katharine McIntyre, Pueblo College; vice-president, Marie Robinson, West High School, Denver; and secretary-treasurer, Joyce Bower, Manual High School, Denver.

- The Arkansas College Teachers of Economics and Business held its annual meeting at Little Rock in December. Featured speakers were Harold Nelson, Arkansas State College, and Henry Alexander, University of Arkansas.

The newly elected officers follow: president, Roy Wellborne, Harding College, Searcy; vice-president, John Kock, Arkansas State Teachers College, Conway; and secretary-treasurer, Mary Inez Martin, Little Rock University.

- The New England Business Educators' Association held its 55th annual convention at Manchester, Connecticut, in November. The following officers were elected for the current year: president, John M. Canty, Director of Business Education, Boston (Massachusetts) Public Schools; first vice-president, William F. Clynes, Old

Saybrook High School, Saybrook, Connecticut; second vice-president, Rose A. Farese, Milford (Massachusetts) High School; secretary, Shirley Morrill, University of Connecticut, Storrs; treasurer, W. Ray Burke, Arlington (Massachusetts) High School; assistant treasurer, Fred Ramey, Keene (New Hampshire) High School; and board of directors, LeRoy A. Brendel, Stuart Dunbar, Lucy D. Medeiros, Eleanor M. Lambertson, and Edith McKenzie.

SCHOOLS

- The University of North Dakota will sponsor a World Institute on the Teaching of Typewriting at Grand Forks from July 7 to 9. Demonstrations or lectures will be given on all phases of the typewriter by a roster of prominent business educators, including T. James Crawford, Russell Hosler, Harry Huffman, John L. Rowe, Paul Lomax, Alan C. Lloyd, Robert Slaughter, Leonard West, and LeRoy Brendel. Special speed demonstrations will be given by Stella Pajunas, world's professional cham-

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pion typist, and Norman Saksvig, former champion.

A special feature of the Institute will be an experimental project in teaching electric typing to third grade elementary students. There will also be a display of typing tests written during the past seventy-five years as well as a display of machines of the same period.

Further information is available from Dr. John L. Rowe, chairman of the business education department.

• Bloomsburg (Pennsylvania) State Teachers College will hold its 25th annual Business Education Contest on Saturday, May 3. Competitive examinations will be given in bookkeeping, business arithmetic, Gregg shorthand, typewriting, and business law. Last year, more than two hundred students from 39 schools participated in the contest. An office-machines show and a textbook exhibit on the campus will be open to contestants, teachers, and visitors.

• As we promised you last month, this issue features a directory of summer workshops and conferences. Most of them were noted in the Summer School Directory that appeared last month, but now date and subject information has been added. A number of new schools are also included. Schools are listed alphabetically by

state, as in last month's Directory. The third column indicates whether the individual school is holding a workshop or conference or both; this is for the convenience of those who are interested in one type of session but not both. Occasionally, additional information has been added, where it was available.

State	School	Type	Information
Cal.	CHICO STATE COLLEGE	Workshop	Business Education, June 16-27
	SACRAMENTO ST. COLLEGE	Workshop	Business Education, July 23-Aug. 1
	SAN DIEGO ST. COL.	Workshop	Typewriting, June 30-July 11; Secretarial Skills, July 14-25; Bookkeeping, Accounting, July 28-Aug. 8
	SAN FRANCISCO STATE COLLEGE	Workshop	Dynamics of Vocational Business Education; Business Law; Economic Education, Aug. 4-22
	STANFORD UNIVERSITY, Stanford	Workshop	Typewriting (Alan Lloyd), June 16-23; Gen. Bus., June 23-27; Co-op Work Ed., June 23
Colo.	U.C.L.A.	Workshop	Family Finance, June 23-Aug. 1
	COLORADO STATE COLLEGE, Greeley	Workshop	Typing and Shorthand; Guidance, Placement, and Follow-up; Distributive Education
	UNIVERSITY OF COLORADO, Boulder	Workshop	Business Education, June 16-July 18 (Clyde Blanchard)
	UNIVERSITY OF DENVER	Workshop	Typing, June 16-27; Stenographic Machines, Aug. 4-15
	WESTERN STATE COLLEGE, Gunnison	Workshop	Business Education, June 9-20
Conn.	U. OF CONNECTICUT, Storrs	Conf.	Business Education Institute, June 30-July 2
D.C.	CATHOLIC UNIVERSITY, Washington	Workshop	IBM, June 30-July 1 (3:00-5:00 p.m.)
Fla.	FLORIDA ST. UNIVERSITY, Tallahassee	Workshop	Office machines, June 17-July 3
Ida.	U. OF IDAHO, Moscow	Workshop	Distributive Ed., June 16-July 3
Ill.	NORTHERN ILLINOIS UNIVERSITY, DeKalb	Conf.	Business Education, June 24-25
	NORTHWESTERN U., Evanston	Conf.	Business Ed., June 23-July 5
	U. OF ILLINOIS, Urbana	Conf.	Where Is Tomorrow in Bus. Ed.? July 11; 3 methods conferences (see adv., p. 7)
	BALL STATE TEACHERS COLLEGE, Muncie	Conf.	Business Education, July 14-15
	INDIANA UNIVERSITY, Bloomington	Conf.	DPE Day, July 14
Ind.	INDIANA ST. TEACHERS COL., Terre Haute	Workshop	19th Conf. on Business Education, July 7-8
			Business Education, June 16-July 2

Iowa	Drake U., Des Moines	Workshop	Business Education, June 9-13
	Iowa State Teachers Conf. COL., Cedar Falls	Conf.	Iowa Conf. on Distribution, June 19
Kan.	Kansas State Teachers College, Emporia	Workshop	Clerical and Sec. Practice, June 23-July 11; Briefhand, July 11-16
	Kansas State Teachers COL., Pittsburg	Conf.	Secretarial Procedures, June 20-22 (Mrs. Madeline Strony)
Ky.	U. of Kentucky, Lexington	Conf.	Annual Conf. in Bus. Ed., July 10-11
La.	Department of Education, Baton Rouge	Workshop	Vacation Workshop, Aug. 3-8; Shorthand, Office Visits, Gen. Business, Bus. Arith., Bus. Eng., Off. Prac., Bkkg.
Mass.	Boston University	Conf.	Business Education, Aug. 6
Mich.	Michigan State U., East Lansing	Conf. Workshop	Business Education, July 25
		Conf.	Educational Secretaries, July 20-25
	U. of Michigan, Ann Arbor	Workshop	13th Bus. Ed. Conf., July 11-13
N.Y.	New York University	Conf.	Bus. Ed., June 23-July 3; Filing and Paperwork Mgmt., July 7-18; Basic Bus., July 21-Aug. 1; Retailing, Aug. 4-15
	State U. of N. Y. Teachers COL., Albany	Workshop	Business Ed. Conf., July 24
	Columbia University	Conf.	Bus. Ed. in Secondary Schools, July 14-25
N.D.	University of North Dakota, Grand Forks	Conf.	Challenges in Years Ahead, Aug. 1-2
Ohio	Kent State U., Kent	Workshop	World Institute on the Teaching of Typewriting, July 7-9
	Ohio State University, Columbus	Conf. Workshop	9th Bus. Ed. Workshop, June 25-27
	Xavier University, Cincinnati	Conf. Workshop	11th Bus. & D.E. Conf., June 27
		Workshop	Organizing and Teaching Co-operative Classes, July 28-Aug. 15
Okla.	Oklahoma State U., Stillwater	Conf. Workshop	Bus. Prob. of Cath. Inst., July 21-23
	U. of Oklahoma, Norman	Workshop	Bus. Admin. of Hospitals; Personnel, Aug. 4-16; Finan. Mgmt., Aug. 18-30
Ore.	Oregon State College, Corvallis	Workshop	Business Education, June 27-28
Pa.	Pennsylvania St. U., University Park	Conf.	Distrib. Ed., June 2-13; Economics (June)
Tenn.	George Peabody COL. for Teachers, Nashville	Conf. Workshop	Family Finance, for people in Ark., Mo., and Okla., June 16-July 25
	U. of Tennessee, Knoxville	Workshop	Briefhand, June 23-July 4
Texas	U. of Houston	Conf.	Business Education
	U. of Texas, Austin	Workshop	DPE Conf., July 18-19
	West Texas St. COL., Canyon	Conf.	Electric Typing, June 2-6
Vt.	U. of Vermont, Burlington	Conf.	Typing, June 9-24; Shorthand, June 25-July 11
Va.	Virginia Polytechnic Inst., Blacksburg	Conf. Workshop	Two-day conference in June
Wis.	U. of Wisconsin, Madison	Conf.	Business Education, June 9-20
		Workshop	Income Tax Teaching Clinic, June 27
		Conf.	Business Education, July 28-29
		Workshop	Space Age and Bus. Ed., July 1-2
		Conf.	Off. practice and Co-op. Work Experience, June 19-July 2
		Workshop	Business Ed. Inst., July 24-25

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Other reprints available:

"Comparing Electric Typewriters," a 4-page reprint from the January, 1957, issue of BUSINESS EDUCATION WORLD. A factual, feature-by-feature analysis of the electric and semi-electric machines available to teachers for classroom training. Price: 25 cents.

"How to Teach Transcription," a 12-page reprint consisting of four articles that constitute a detailed outline for conducting a transcription course. The articles are entitled, "What, When, How—a Survey" (George A. Wagoner), "Teaching Punctuation in Transcription" (Elise Davis), "How to Integrate Transcription Skills" (Ruth I. Anderson), and "How to Evaluate Transcription" (George A. Wagoner). Price: 25 cents.

"General Business: Student Projects that Will Intensify Learnings," by Alan C. Lloyd; March, April, June, and September, 1954. 8 pages. Price: 25 cents a copy.

"Is Teaching a Profession?" by J. Milnor Dorey; November, 1954. Price: 10 cents a copy.

"Mimeograph Duplication—A Scale for Rating Performance," by Abraham Kroll; June, 1953. Price: 10 cents a copy.

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GENERAL

• The National Office Machinery and Equipment Exposition will be held from May 26 to 28 at the Conrad Hilton Hotel, Chicago. Over forty thousand business executives are expected to attend the exposition sponsored by NOMA in conjunction with its annual International Conference. One hundred and twenty-seven manufacturers and suppliers of office needs will display their products on three floors.

• An appropriation of \$100,000 has been made by the Ford Foundation to the Educational Television and Radio Center at Ann Arbor, Michigan. The Center will use the money to investigate the potential financial support that can be expected by educational television. It will include a study of such possible sources as tax funds, tuition, gifts, endowments, and funds from other corporations and organizations.

The Center is now supported by a Ford Foundation grant. It is the chief producer and distributor of program material for the country's 27 educational TV channels.

• Convinced that more and better economics should be taught in public schools, businessmen of Taylorville, Illinois, have provided the financial support for a University of Illinois extension course workshop in economics education. The course will be taken by 30 grade school, junior high, and high school teachers of Taylorville. The businessmen of the community of less than 10,000 will provide outside speakers for classes.

In charge of the workshop is Lewis E. Wagner, of the University of Illinois. Lawrence E. Metcalf, of the same school, is consultant.

• The state of Kansas observed March 16 through 22 as Business Education Week. A state proclamation was issued by Governor George H. Docking.

The designation was prompted by the annual convention of the Kansas FBIA held at Kansas State Teachers College, Emporia. Richard F. Reichert is state sponsor of the FBIA clubs of Kansas; E. C. McGill is head of the Emporia Teachers business and business-education division, which sponsors the clubs.

SUMMER SCHOOL DIRECTORY (SUPPLEMENT)

THE LISTING below supplements the Summer School Directory published last month in BEW. It contains information received too late for inclusion in that issue. Following the dates of the summer terms in each listing are the names of personnel to contact (if two names are given, the first is in charge of matriculation, the second heads the business education program; if only one is given, it is the latter). Key letters and numbers after these names indicate course offerings.

17 Tests and Measurements
18 Thesis, Research, Seminar, etc.
+ And other graduate courses
U Undergraduate courses only

NEW MEXICO

NEW MEXICO WESTERN COLLEGE, Silver City. Three terms: June 3-7; June 10-August 1; August 1-23. J. Cloyd Miller, president; W. J. Lincoln, M, +

OKLAHOMA

OKLAHOMA STATE UNIVERSITY, Stillwater. June 2-August 2. Robert A. Lowry, M, D, C, W, 1, 2, 3, 9, 11, 18, +

OREGON

UNIVERSITY OF OREGON, Eugene. June 23-August 15. Dean Paul B. Jacobson; Dr. Jessie May Smith, M, W

PENNSYLVANIA

PENNSYLVANIA STATE UNIVERSITY, University Park. Three terms: June 9-27; June 30-August 9; August 11-29. Dr. P. C. Weaver; Dr. James Gemmell, M, D, C, 4, 11, 13, 16, 18

WASHINGTON

WESTERN WASHINGTON COLLEGE OF EDUCATION, June 23-August 22. Donald Ferris, registrar; Dr. H. O. Palmer, M, 1, 18, +

KEY

M Master's degree program
D Doctor's degree program
C Conference to be held
W Workshop in Business Education
1 Typewriting, Methods in
2 Bookkeeping, Methods in
3 Skill Subjects, Methods in
4 Shorthand, Methods in
5 Basic (General) Business, Methods in
6 Office (Secretarial) Practice, Methods in
7 All Subjects, Methods in
8 Office Machines, Methods in
9 Distributive Education, Methods in
10 Consumer Education, Methods in
11 General Business Subjects, Methods in
12 Curriculum in Business Education
13 Administration and/or Supervision
14 Guidance in Business Education
15 Cooperative Work-Experience Course
16 Principles and/or Problems of Bus. Ed.

SIMONE TANGUAY, 17-year-old senior at Somersworth (New Hampshire) High School, recently earned a Gregg Competent Typist certificate for 124.6 words a minute. She has also received a shorthand speed certificate for 100 words a minute. Her instructor is Martha A. Lefebvre.



*through
the
camera
eye*



WILLIAM JANSEN (below), retiring superintendent of schools, New York City, was honored in March by the N. Y. Office Executives Assn. At left, Joseph Gruber, director of business education for New York City, addresses the gathering, which was attended by many leaders in business and business education. Seen at the head table are (left to right): Peter L. Agnew, Elmer Helm, Clare Burgoyne, Jansen, Earl G. Bunce (OEA president), and Alexander S. Massell.



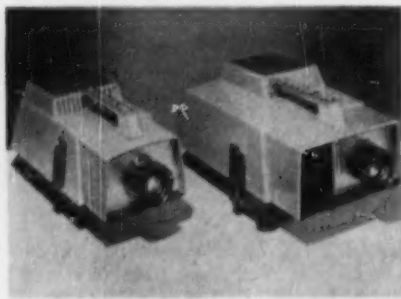
DISTRIBUTIVE EDUCATION in Pennsylvania recently honored A. L. Jones, retiring after serving ten years as eastern representative of the Sears-Roebuck Foundation. Here, Mr. Jones receives an oil painting from representatives of the teacher-co-ordinators of Pennsylvania, Catharine Good, Harrisburg, and Mrs. Kathryn Clark, Lancaster. Jones served as adviser for many distributive-education programs in the State.



New Business Equipment

Two Low-Cost Slide Projectors

Two very inexpensive slide projectors have been introduced by Realist, Inc., for users of 127mm and 35mm cameras. The "400" (\$22.50) and the "400-Automatic"



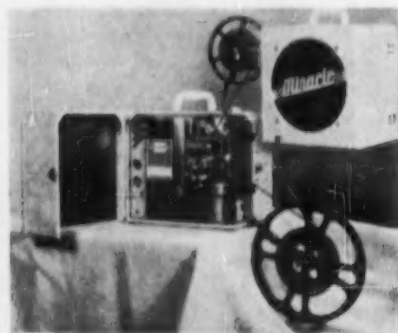
(\$29.95) will project any 2 x 2 slides, including 35mm and super slides.

The "400" is hand-fed; when the carrier with the new slide is pushed in, the slide just shown drops out of the projector through a slot at the left. The "400-Automatic" shows up to 30 slides in one magazine; each slide returns to the magazine after it is viewed. Magazines retail for \$1.25 or six for \$6.

The 200-watt lamp is adequate for small rooms. A new cooling system reportedly prevents slides from "popping" out of focus. For further information, write to Realist, Inc., David White Instrument Company, Milwaukee, Wisconsin.

Features New Film Advance

The "Miracle" 16mm sound projector has replaced the conventional Geneva movement with an intermittent (8-tooth) sprocket that reportedly does away with film damage and increases illumination by as much



as 30 per cent. The projector has eliminated the framing plate of "claw-type" projectors, often a source of film scratching.

The projector features a 15-watt amplifier and a 12-inch Jensen speaker. It uses two brushless, extremely silent motors. For prices and additional details, write to Marcellus Mfg. Co., Belvidere, Illinois.

Low-Priced Adding Machine

The lowest priced multi-featured adding machine on the market has been announced by Smith-Corona Inc., Syracuse, New York. The 6MD retains many of the special features of deluxe machines and retails for \$89.50.

The lightweight machine indexes five columns of figures on paper tape. Its features include a positive clear signal—the letter "c" prints beside the first item in a column; positive visibility of every entry; a single stroke to obtain the total after striking the final figure; a non-add key that will



take effect even after the handle has started its downward action; an error key that clears the entire keyboard; and a repeat key that is disengaged when the total is taken.

The portable machine comes in green and blue decorator colors. It is designed primarily for the home but is also suitable for small offices.

Automatic Thread Projector

An automatic threading 8mm movie projector—the first of its kind—has been introduced by Bell and Howell. The Auto Load projector whisks film through the threading mechanism in less than three seconds. The mechanism forms the film loops, engages the sprocket teeth, and directs the film through the channel of the aperture and pressure plates, handling it gently by the edges.

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A lost film loop may be restored without stopping the projector—simply touch the finger to the film guide. A new lens-focusing knob secures a sharp focus in a hurry. The projector is available with the Filmovara lens that varies the size of the picture from any given distance.

The Auto Load will stop film to show a still and reverse to show a scene over again. It has a 500-watt lamp. With standard lens it retails at \$129.95; with the Filmovara lens, at \$149.95. For further information, write to Bell and Howell Company, 7100 McCormick Road, Chicago 45, Illinois.

New Products at a Glance

- Ink-Pen-Cils: low-cost, smudge-proof ball point; six colors (plastic body is same color as ink): blue, black, red, brown, green, and turquoise. Two miles of writing; discarded when dry. New pens are 49 cents at drug and stationery stores. Made by Fisher Pen Company, Chicago, Illinois.

- Webway lettering system: for signs, bulletin boards, etc. Gummed letters are pasted on gummed mounting strips, which are mounted on Guideline cards. Costs 10 cents per sign; 5,300 letters for \$29.75. Made by The Holes-Webway Company, St. Cloud, Minnesota.

- "Film Master" glass-beaded projection screen: from 30 by 40 inches to 70 inches square; from \$24.95 through \$53.95. Guaranteed for ten years. New hexagonal screen case. Made by Radiant Manufacturing Corporation, Box 5640, Chicago 80, Illinois.

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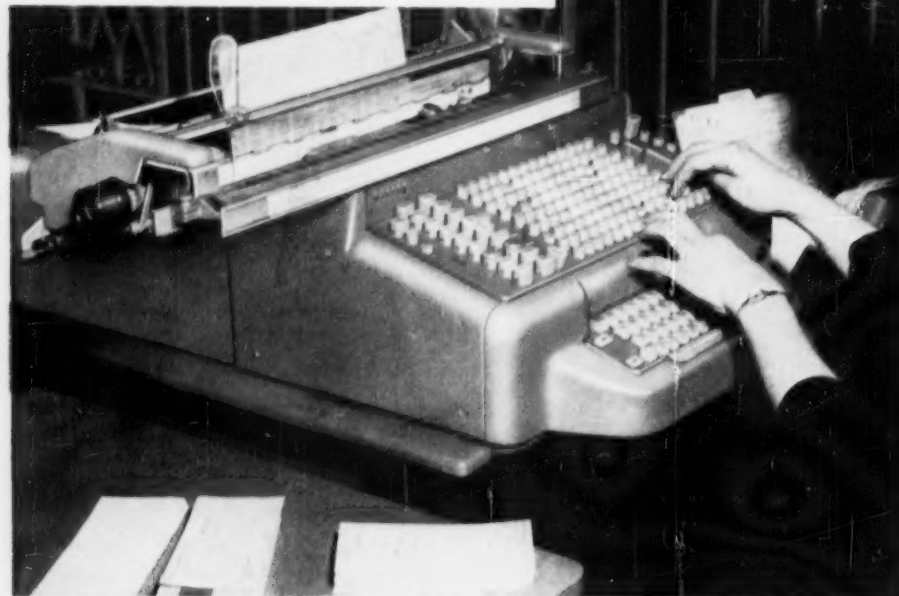
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